JUSTICE
ACTUALITÉS REPORT

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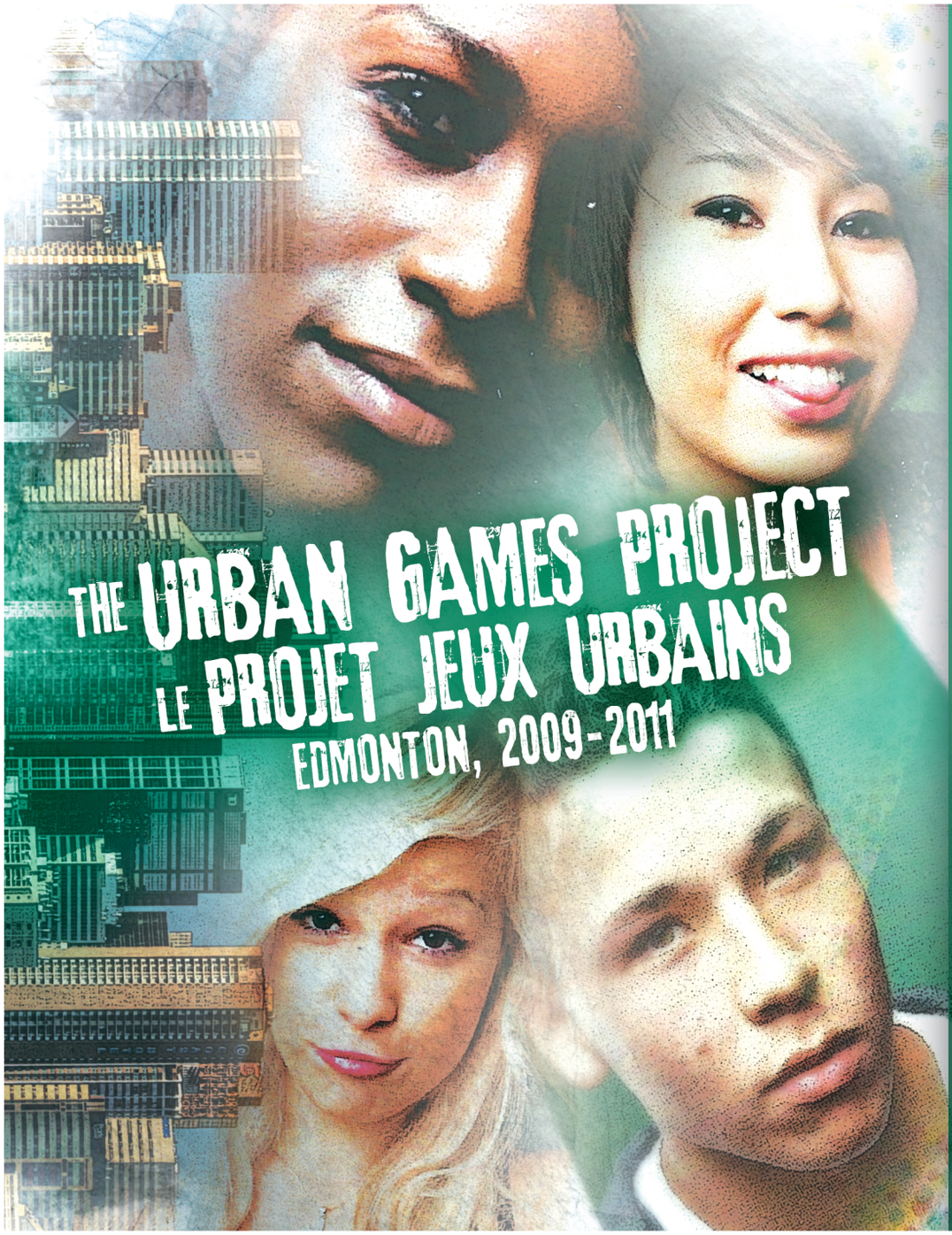

"...NEGATIVE SOCIETY GOT ME BOTHERED, LIVING IN MOTHER NATURE, AND THE CITY'S MY FATHER".

BY / PAR REALISTIK

CCJA NOTICES / AVIS ACJP

CCJA Elections Results
Résultats des élections de l'ACJP

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CONGRESS 2017 CONGRÈS

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CANADIAN YOUTH & JUSTICE

CALL FOR ABSTRACTS
on the back cover

INVITATION À PRÉSENTER DES COMMUNICATIONS
sur la couverture arrière

CANADIAN CRIMINAL JUSTICE ASSOCIATION •• ASSOCIATION CANADIENNE DE JUSTICE PÉNALE

JUSTICE ACTUALITÉS REPORT

Volume 31 No. / N° 3

The **JUSTICE REPORT** contains information of value to Association readers and the public interested in matters related to the administration of justice in Canada. Opinions expressed in this publication do not necessarily reflect the Association's views, but are included to encourage reflection and action on the criminal justice system throughout Canada. For more information on the activities of the CCJA, please contact: •• L'**ACTUALITÉS-JUSTICE** renferme des renseignements utiles aux lecteurs de l'Association et au public qui s'intéressent aux questions relatives à l'administration de la justice au Canada. Les opinions qui sont exprimées ne reflètent pas nécessairement les vues de l'Association, mais y figurent afin d'encourager à réfléchir et à agir sur la justice pénale dans tout le Canada. Pour obtenir de plus amples renseignements sur les activités de l'Association, veuillez communiquer avec :

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EDITORIAL

BEHAVIOURAL AND SOCIAL OUTCOMES THAT CHALLENGE THE STEREOTYPICAL NARRATIVE OF RECIDIVISM AND CYCLICAL BEHAVIOUR: A NEW STORY

BY KELLY MICETICH
Project Manager and Coach of the Urban Games Project, (2009-2011), Edmonton, Alberta

LIVE AN EXAMINED LIFE

Personal power is critical. We all need it. Without a sense of personal power in our lives we can become victims of our circumstances. The perception that we have no choice, along with our subsequent actions, often results in destructive and unintended consequences. This is the ongoing and critical challenge for young people involved in high-risk lifestyles. The reality is decision making by default. It is victim-based, anger-based, revenge-based, frustration-based, drug-induced and poverty-driven decision making. Such decisions do not lead to healthy successful lives.

While most of us experience the supports that help us gain personal power and healthy control in our lives, that is not the case for many of these young people. Anger, fear and isolation are the norm. Basic needs are unmet. The at-risk youth imagines a life beyond poverty and abuse and then seeks the ways and means to achieve it. The need for belonging and acceptance, control, money and power become the breeding ground for creativity... illegal, destructive creativity... that often results in a chaotic downward spiral.

Justice involved youth risk becoming caught in a cycle that ends in criminal entrenchment.

The cost to society is high. This cycle costs us individually and collectively. It costs us peace of mind as we try to cope with unsafe neighbourhoods. It costs us financially as we replace stolen goods and repair property damage. The social and financial cost to tax payers for the systemic responses necessary to address these issues is astronomical.

So why are we not seriously investing in intervention resulting in the prevention of youth entrenchment? Often because we can't prove it works. We don't have statistics. We have governments at all levels who respond to the public fear of crime (and rightfully want to protect society) so more money goes into policing and building jails and remand centres. How can we prove that a preventative program will stop an imagined outcome? We needed a measurement tool. So the development of an SROI (Social Return on Investment) tool has been long overdue.

We can state as an intention that we want to prevent youth from becoming entrenched in the criminal justice system. We can logically say that interfering with that trajectory will lead to social and financial cost savings. So measuring the baseline costs prior to a program and then measuring them after an intervention makes sense. And using proxies for social costs and tracking the behaviours before and after the project should give us some useful data. So that's what we did. We launched a project with a group of youth as co-conspirators in developing an approach to intervention that would change their lives. Five years later 8 out of 9 are still experiencing healthy lives. It was a long and challenging road, and it was a successful one on every level except one; we couldn't get more funding for more youth to experience the process of change that led to healthy lives.

The actual reduction in measured costs to society was over 1.1 million dollars for these 9 youth. The funding cost of the project was $540,000. If you do the math, we are already ahead by half a million dollars on a 2:1.2 ratio and the trajectory speaks for itself. So my question is why do we still have to fight for funding for preventive projects for high-risk youth? Why do governments not create sustainable dollars for these programs as a standard social cost saving budget measure? I do not have an answer to this but will continue to advocate for changes in approach and philosophy that make a difference in society, make a difference to us all individually, but more importantly, make a difference in the lives of the young people who need it most.••

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ÉDITORIAL

RÉSULTATS COMPORTEMENTAUX ET SOCIAUX QUI REMETTENT EN CAUSE LA DESCRIPTION STÉRÉOTYPÉE DE LA RÉCIDIVE ET DU COMPORTEMENT CYCLIQUE : UN AUTRE SON DE CLOCHE

PAR KELLY MICETICH
Gestionnaire de projet et coach – Projet Jeux urbains (2009-2011), Edmonton, Alberta

VIVEZ UNE VIE EXAMINÉE

Le pouvoir personnel est essentiel. Nous en avons tous besoin. Sans notion de pouvoir personnel dans nos vies, nous pouvons devenir victimes de nos circonstances. La perception de ne pas avoir le choix, et les actions qui en découlent, entraînent souvent des conséquences dévastatrices et imprévues. C'est le défi majeur et constant des jeunes qui ont un style de vie à haut risque. En fait, c'est la prise de décisions par défaut. Celle-ci est basée sur les victimes, la colère, la vengeance, la frustration, elle est faite sous l'emprise de la drogue ou causée par la pauvreté. De telles décisions ne mènent pas à une vie saine et prospère.

Bien que la plupart d'entre nous bénéficient du soutien nécessaire pour nous permettre d'acquérir le pouvoir personnel et exercer un contrôle sain dans nos vies, ce n'est pas le cas pour beaucoup de ces jeunes. Colère, peur et isolement sont la norme. Leurs besoins fondamentaux ne sont pas satisfaits. Le jeune à risque imagine une vie sans pauvreté et sans mauvais traitements et trouve ensuite des moyens d'y arriver. Le besoin d'appartenance et d'acceptation, de contrôle, d'argent et de pouvoir devient un foyer de créativité. Une créativité illégale et destructrice menant souvent à une descente en chute libre chaotique.

Les jeunes qui ont des démêlés avec la justice risquent d'être pris dans un cycle qui se termine par l'enracinement du comportement criminel.

Ce cycle coûte cher à la société, tant individuellement que collectivement. Il nous fait perdre notre tranquillité d'esprit alors que nous essayons de composer avec des quartiers dangereux. Il entraîne des coûts lorsque nous remplaçons des biens volés et réparons les dommages matériels. Les coûts sociaux et financiers pour mettre en place les interventions systémiques requises pour régler ces problèmes seraient astronomiques pour les contribuables.

Alors, pourquoi n'investissons-nous pas sérieusement dans des interventions qui auront pour résultat de prévenir l'enracinement des jeunes? C'est souvent parce qu'il n'y a pas de preuves que ça fonctionne; il n'existe aucune statistique. Tous nos paliers de gouvernements réagissent à la crainte de la criminalité dans la population (et veulent à juste titre protéger la société) donc investissent dans le maintien de l'ordre et la construction de prisons et de centres de détention provisoire. Comment prouver qu'un programme de prévention peut changer un résultat fictif? Un outil de mesure était nécessaire et l'élaboration d'un outil de RSCI (rendement social du capital investi) n'avait que trop tardée.

Nous pouvons déclarer que nous voulons empêcher les jeunes de s'enraciner dans le système de justice pénale. Nous pouvons affirmer en toute logique que nuire à ce parcours mènera à des économies financières et sociales. Donc, il est sensé de déterminer les coûts de base d'un programme avant et après une intervention. De plus, l'utilisation d'indicateurs de coûts sociaux et le suivi des comportements avant et après le projet devraient nous fournir certaines données utiles. Alors, c'est ce que nous avons fait. Nous avons lancé un projet avec un groupe de jeunes agissant comme complices dans la mise sur pied d'une approche d'intervention qui allait changer leur vie. Cinq ans plus tard, huit des neuf jeunes ont toujours un style de vie sain. L'exercice a été long et parsemé d'embûches, mais couronné de succès à tous les points de vue, sauf un. Nous ne pouvions obtenir plus de financement pour permettre à plus de jeunes de vivre le processus de changement qui mène à un style de vie sain.

Pour ces 9 jeunes, la réduction réelle des coûts mesurés pour la société a été de plus de 1,1 million de dollars. Le projet, lui, a coûté 540 000 dollars. Si vous faites le calcul, nous avons déjà réalisé un gain de 500 000 dollars selon un ratio de 2:1,2 et le parcours est éloquent. Ma question est donc la suivante : pourquoi devons-nous encore nous battre pour obtenir du financement pour les projets de prévention destinés aux jeunes à risque élevé? Pourquoi les gouvernements n'allouent-ils pas de fonds à long terme pour ces programmes à titre de mesure budgétaire récurrente de réduction des coûts sociaux? Je ne connais pas la réponse, mais je vais continuer à militer pour des changements dans l'approche et la philosophie qui font une différence dans la société, pour chacun d'entre nous, mais surtout dans la vie des jeunes qui en ont le plus besoin.••

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CCJA BOARD OF DIRECTORS // CONSEIL D'ADMINISTRATION DE L'ACJP

2016-2020

ELECTION RESULTS
RÉSULTATS DES ÉLECTIONS

New board members

It gives us great pleasure at this time to inform you that **Howard Bebbington**, **Stacey Hannem**, **Frances McKeague** and **Kathryn Gregory** have been elected to the Board of Directors as members at large. Also acclaimed were **Tim Veresh** in BC, **Angela Falk** in Manitoba, **Hirsch Greenberg** in Saskatchewan, **Peter Copple** in Alberta, **Edgar McLeod** in Prince Edward Island. Their term will commence with the next Board meeting which will take place on Friday, September 30th 2016 in Ottawa.

We look forward to a fruitful collaboration with our new board members over the coming months.

Nouveaux membres du conseil

Il nous fait grand plaisir de vous informer que **Howard Bebbington, Stacey Hannem**, **Frances McKeague**, et **Kathryn Gregory** ont été élus au conseil d'administration comme membres représentant l'ensemble du pays. De plus, **Tim Veresh** pour la Colombie-Britannique, **Angela Falk** pour le Manitoba, **Hirsch Greenberg** pour la Saskatchewan, **Peter Copple** pour l'Alberta et **Edgar McLeod** pour l'Île-du-Prince-Edward furent acclamé membre du conseil d'administration représentant chacune de leur province. Leur mandat commencera lors de la prochaine réunion du Conseil, qui se tiendra le vendredi 30 Septembre 2016, à Ottawa.

Nous sommes heureux de les avoir au sein de notre équipe et anticipons leur fructueuse collaboration au sein de notre nouveau conseil d'administration au cours des prochains mois.

Edmonton Urban Games Youth Business Development Project 2009-2011

- SUMMARY -

This issue of the *Justice Report* focuses exclusively on a youth justice intervention called the Urban Games, an 18-month youth-driven project that culminated in a multi-day festival in Edmonton, Alberta.

The Urban Games Project applied the practice of youth agency to explore a Participatory Action Research (PAR) Theory of Change:

> "If at risk youth involved in high-risk lifestyles and the judicial system have access to youth-driven opportunities to be productive and creative they will discover and utilize their skills and passions, develop positive relationships and be less likely to return to their previous lifestyles."

The PAR Theory of Change is based on experiential learning, and thus posits life experience as integral to personal development. The Urban Games Project actively involved the young people in the process and provided them a structured environment in which they could live new experiences and alter the course of their personal development.

Eight of nine of the youth have created stability in their lives. At this time, follow-up indicates no current justice involvement for any of the nine. The value of the learning and what it contributed to emerging practice was equally significant, as the project has clearly demonstrated that the impact of socio-structural disadvantage can be subverted through new experience. The returns on investment (2:1.2) are equally significant and gauged by a cost benefit Social Return on Investment Analysis (SROI).

The fact that the Urban Games was a public festival extended its reach, creating a new awareness among attendees of the far-reaching impact on youth and society of childhood abuse, poverty and homelessness. Upon examination of the behavioural and social outcomes which challenge the stereotypical narrative of recidivism and cyclical behaviour, a new story emerges from the Urban Games journey.

The pages that follow present an overview of the conception, funding, implementation, and return-on-investment financial information behind the Urban Games intervention. Kelly Micetich, Project Manager and Coach of the Urban Games Project, provides a comprehensive overview of the games. You will also read the personal 'before-and-after' stories of two youth participants, Stephen and (Misha) Michelle, and enjoy a pictorial overview of the respective journeys and urban-game events of the other youth participants.

INFORMATION ET VIDEO/VIDEO SUR EDMONTON URBAN GAMES IS/EST AVAILABLE/DISPONIBLE AT/AU

Minister of Justice website:
www.justice.gc.ca/eng/fund-fina/cj-jp/yj-jj/sum-som/r14.html

Site web - Ministere de la Justice :
www.justice.gc.ca/fra/fina-fund/jp-cj/jj-yj/som-sum/r14.html

Projet - Edmonton Urban Games Youth Business Development 2009-2011

- SOMMAIRE -

Cette édition d'*Actualités-justice* porte exclusivement sur une intervention en matière de justice pour les jeunes, qu'on a appelée Jeux urbains – un projet de 18 mois géré par des jeunes qui a abouti à un festival de deux jours, qui s'est tenu à Edmonton en Alberta.

Le projet Jeux urbains s'est inspiré de la façon de faire des organismes jeunesse pour explorer la théorie du changement par la recherche-action participative (RAP) :

> « Si les jeunes vulnérables ayant un style de vie à haut risque et le système judiciaire ont accès à des initiatives gérées par les jeunes et ont l'occasion d'être productifs et créatifs, ils découvriront leurs compétences et leurs passions, établiront des relations positives et seront moins susceptibles de retourner à leur ancien style de vie. »

La théorie du changement par la RAP est basée sur l'apprentissage expérientiel et, par conséquent, présente le vécu comme une partie intégrante du développement personnel. Le projet Jeux urbains a fait participer activement les jeunes au processus et leur a donné un environnement structuré dans lequel ils pouvaient vivre de nouvelles expériences et changer le cours de leur développement personnel.

Huit des neuf jeunes ont réussi à stabiliser leurs vies. Jusqu'à maintenant, les suivis démontrent qu'il n'y a eu aucune implication avec le système de justice pénale. La valeur de l'apprentissage et ce qu'il a apporté aux pratiques émergentes sont également importants, parce que le projet a clairement démontré qu'une nouvelle expérience peut contrer les conséquences du désavantage socioculturel. Les rendements du capital investi (2:1,2) sont également considérables et sont mesurés au moyen d'une analyse coûts-avantages du rendement social du capital investi (RSCI).

Le fait que les Jeux urbains aient été un festival public a étendu leur portée, provoquant chez les festivaliers une nouvelle prise de conscience des répercussions profondes sur les jeunes et sur la société des abus subis durant l'enfance, de la pauvreté et de l'itinérance. Après examen des résultats comportementaux et sociaux, lesquels remettent en cause la description stéréotypée de la récidive et du comportement cyclique, le périple des Jeux urbains nous donne un autre son de cloche.

Les pages qui suivent présentent un aperçu de la conception, du financement, de la mise en œuvre et des données financières sur le rendement du capital investi du projet Jeux urbains. Vous pourrez aussi lire les histoires personnelles « avant et après » de Stephen et Michelle, deux des participants, et apprécier l'illustration graphique des parcours respectifs et des manifestations « jeux urbains » des sept autres participants.

THE CREATION OF THE URBAN GAMES

BY MARK CHARRINGTON

YCDO— Youth Criminal Defence Office – Legal Aid Alberta

The conception of the Urban Games began in Toronto at a Federal Youth Justice Conference in 2006. The two days had been uninspiring, to say the least, with Executive Directors, politicians, sport athletes, and community leaders speaking about youth, around youth, above youth, and most disturbing to me, to youth. On the last day, I met a bunch of kids who were there to fulfill community service hours and completely bored. I took about seven of them to lunch and over burgers and donairs, we hatched the idea of the Urban Games.

Voices from 'below' heard far and wide…

What those youth stated to me was that they felt disenfranchised from their communities, discriminated against, and overpowered with a sense of hopelessness. Born into public housing projects of Toronto, the problems these youth faced were overwhelming; to them, the only solution that people ever really offered was building another basketball court. Their idea on how to break youth away from despair and crime was to build a lasting program where all youth could come together to express themselves, show the world what talent they have, and at the same time be offered educational and employment opportunities.

The Urban Games Project (2009-2011) and the issue of funding…

From this came the Urban Games—a project (2009-2011) reaching a climax through a multi-day event focusing on urban art, music, sports, and creativity. Entrenched within the Games itself was a job fair, and for the engaged youth, opportunities for bursaries to attend post-secondary education. It was very surreal that the concept of the Urban Games had been developed over lunch, and four years later, basically unchanged, became that very thing those gritty Toronto kids had thought up. Funding streams were established, and Edmonton Youth were hired to develop and create the Edmonton Urban Games. With support from all three levels of government, the Urban Games established itself as truly unique and special.

A 'perfect storm' brought the idea into being and made funding possible…

The challenge of the Urban Games was funding. Funding is always dependent on government and corporate support. Sustainability under these circumstances is very difficult and bleak. Recessions, government ideology, and political landscapes come and go. And perhaps for those few years, it was a 'perfect storm' that brought the Urban Games into being: a supportive mayor and city council, a federal youth justice system that believed in crime prevention, a province willing to believe in the concept of the Urban Games, and the 'voices from below', e.g. the disenfranchised youth in Toronto I happened to take out for lunch. All these factors played a crucial role in implementing the Urban Games.

Youth participants exceeded all expectations…

But, the crucial aspect of why the Urban Games captured the heart of Edmonton was the people involved, in particular, the youth. They exceeded all expectations, taking control of an idea and fostering it into a reality. From a group of kids in Toronto, to the hard work and creativity of a similar group in Edmonton, the Urban Games owes its existence to young people who, quoting David Bowie, "We spit upon", and they made something truly amazing and unique.

Sustainability of the Urban Games…

The sustainability of the Urban Games is evidenced by the savings calculated as social return on investment, which means use of homeless shelters, police, detention centres, courts, and prisons. The savings were 2 to 1.2. For every dollar spent, one was saved in terms of SROI, **which translates into dollars saved**. As you will see elsewhere in the *Justice Report*, this means that with a 2:1.2 social return on investment, the Urban Games paid for itself and for a future Urban Games. Now that's sustainable.

Closing comments

I don't know if anything exactly like the Urban Games will ever be again, but the underlying experiential learning model was proven to have well-served the youth and the urban community of Edmonton. For any community, province, or country that believed, the ingredients to succeed are fairly straightforward:

1. **Youth** - Appreciate and believe in the power of youth. Not in a superficial way. Don't make youth the façade of any youth project, but make use of their insight and entrench their very being into all concepts of creation and implementation.
2. **Advocacy** - Do not confuse this with marketing. Amplify the voices of youth who demand from government and corporations something more than another basketball court.
3. **Crisis and Chaos** - Expect fluid ideas and enthusiasm, expect tears, and tragedy, but also hope and inspiration. Structure does not *bloom* poets and dreamers, but constricts the very essence of a young person's passion.
4. **Support, food, shelter, opportunity and a well-paying, meaningful job.** That is how adults serve the youth within an Urban Games. Don't just work outside the box, but jump out of it, take a knife, and rip it to shreds so nobody ever jumps back in.
5. **Believe!**

RÉSUMÉ

LA CRÉATION DES JEUX URBAINS

Par Mark Charrington, Organisme de défense criminelle juvénile (YCDO) – Aide juridique Alberta

Mark Charrington explique comment l'idée du projet Jeux urbains s'est imposée par la voix de jeunes laissés pour compte qui ont fait valoir que bâtir plus de terrains de basketball dans les collectivités défavorisées était injuste. Charrington aborde les problèmes importants qui peuvent conduire les jeunes à la criminalité et énumère les éléments qui permettent de contrer avec succès ce problème social. Il attribue la mise en œuvre du projet à une « combinaison parfaite » et louange le cadre d'apprentissage expérientiel du projet. Charrington soutient que « les Jeux urbains doivent leur existence à des jeunes qui, citant David Bowie, se font cracher dessus (*spit upon*), mais qui ont fait quelque chose d'absolument incroyable et unique ».

AN OVERVIEW, FOLLOW-UP, AND LEARNING HIGHLIGHTS OF THE 2009-2011 EDMONTON URBAN GAMES PROJECT

BY KELLY MICETECH
Project Manager and Coach of the Urban Games Project, (2009-2011), Edmonton, Alberta

The Urban Games Project was an 18-month youth driven project conducted by 9 youth, 3 staff and a collaborative community agency/ business/arts advisory committee. The Urban Games Project reflected a collective commitment to address existing high-risk youths' disengagement from themselves, others, social systems and the community.

High-risk youth become disengaged in order to survive their life conditions – conditions that are painful and involve rejection by parents, schools, and community. Youth dealt with these conditions by numbing the pain with substance abuse, then ultimately becoming involved in illegal, self-destructive activities to meet basic needs all the while seeing themselves through the eyes of society, i.e. as 'bad' people, requiring social services.

The Urban Games Project re-directed the youth participants by affording them the *lived experience of transformation* and, through this, a new sense of self. The Urban Games was an initiative seeking to create social change at all levels of society by breaking stereotypes surrounding what might be considered the 'delinquency' of traumatized youth.

One of the key themes, *Live an Examined Life,* became a basis of exploring identity, and breaking stereotypes, and it led to the development of a Festival to provide the community of Edmonton to see homeless or 'delinquent' youth in a new way, a way that was marked by possibility and hope. The 9 Business Development Team leaders provided expertise and delivered it one-to-one community of Edmonton.

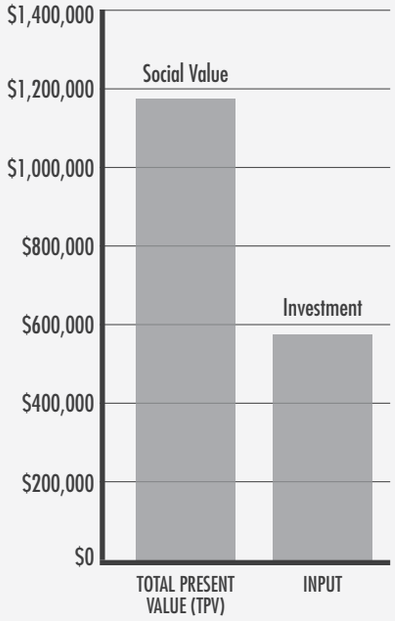
SOCIAL RETURN ON INVESTMENT (SROI)
The success of this project is evidenced by a reduction in the quantifiably measured results, such as reduction of homelessness, reduction of violent interactions, decreased homelessness, reduced chargeable offenses, reduced violent interactions and reduced emergency service involvement during the first year. During the second year of the project there was an overall reduction in justice involvement. Follow-up results in 2014 show 100% reduction in justice involvement for all 9 youth participants.

THE THEORY OF CHANGE

"If at-risk youth involved in high-risk lifestyles and the judicial system have access to youth-driven opportunities to be productive and creative, they will discover and utilize their skills and passions, develop positive relationships and be less likely to return to their previous lifestyles".

$1,164,756 SAVED FOR EVERY $548,831. SROI 2:1.2

COMPARISON OF SOCIAL VALUE AND INVESMENT



The YDBT youth participated in over 20 community presentations and engaged in discussion at the Dialogue on Canadian Issues in Toronto, Department of Justice Youth Mental Health Dialogue in Ottawa. Their voices were heard.

The Urban Games – Edmonton - 2011 showed a 2:1.2 financial return. Refer to the Justice Canada Video - Edmonton Urban Games and the complete report at www.justice.gc.ca/eng/fund-fina/cj-jp/yj-jj/sum-som/r14.html

SOCIAL RETURN IN $$$$$$$$

VALUING CHANGE – SOCIAL RETURN ON INVESTMENT (SROI)

Highlights	Prior to Project	Yr.1	Yr.2
Shelter Bed Use	240	2	0
Violent Interactions	19	5	0
Arrest& Convictions	53	5	4

THE URBAN GAMES PROJECT – EDMONTON - STAKEHOLDERS
Community members in the city of Edmonton, social service providers, the Alberta and Federal Justice systems, other high-risk and at-risk youth, the education system, the business and arts communities, and municipal, provincial and federal politicians.

OPEN YOUR EYES!

The Urban Games Project and Collaboration by Community and All Levels of Government…

The project was founded on a strong belief in community intervention and collaborative support for justice-involved youth. The collaborative approach of the project engaged all facets of community and all levels of government to take responsibility and to address underlying needs (versus symptomatic behaviours) of high-risk youth with open justice and social service files. The internal identity transformation was supported by constructive involvement in a collective high-profile goal: engagement in group discussion on personal and social issues, individual development plans supported by peer work, a mentor-rich environment, and individual coaching.

The Urban Games project has proven that disadvantaged youth, with the appropriate intervention, can walk the path of success just as well as anyone. It accomplished this while demonstrating that long-term investment in high risk youth creates social value and builds new pathways for understanding, for youth and community alike!

…THE URBAN GAMES PROJECT PAID FOR ITSELF TWOFOLD…
SROI 2:1.2 = $1,164,756. SAVED FOR EVERY $548,831

$548,831 SPENT:

TELUS Grant
- $20,000

City of Edmonton
- In-kind: $50,000 (municipal funding for evaluator and administration supplies)
- Reach Grant: $30,000

Provincial Ministry of Justice and Attorney General - Government of Alberta
- Safe communities Innovation Fund $98,831

Department of Justice - Government of Canada
- Youth Justice Fund: $499,999 ($399,000)

FUNDING YEAR	NET PRESENT SOCIAL VALUE (FROM YEAR 1)									TOTAL PRESENT VALUE (TPV)	INPUT	NET PRESENT VALUE (TPV minus input)
	YEAR FROM PROJECT START	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	TOTAL			
	PRESENT VALUE $	$314,338	$260,601	$195,049	$199,082	$195,486	$0	$0	$1,164,756			
	INPUT	$548,831	$0	$0					$548,831			
	CUMULATIVE SOCIAL VALUE	$234,493	$26,107	$221,157	$420,439	$615,925	$615,925	$615,925	[See page 7 for contact info]			
									1	$314,338	$548,831	-$234,493
									2	$850,418	$0	$850,418
									3	$0	$0	$0
	TOTAL									$1,164,756	$548,831	$615,925

The Urban Games Project was evaluated by Louise Gendreau, an Evaluator with the City of Edmonton. To this end, she conducted a series of conversations with participants, mentors and partners; observed sessions such as planning, training and public consultations; participated in staff meetings; and met each month with the project coordinator, manager and youth-mentor coordinator. The project was so innovative that traditional data-collection strategies were not appropriate. New strategies used by the evaluator involved engaging YBDT members and encouraging structured feedback.

The Urban Games Project and Participant Outcomes...

Youth agency/empowerment resulted in increased self-determination through acceptance of personal and social responsibility. The youth co-wrote a Coaching Guidebook – "Open Your Eyes." They became advocates for change and demonstrated this in their own lives.

Success as defined by the youth participants…

Changed perceptions/interactions in how youth treated each other and had an increased sense of pride and accomplishment through positive growth/skills development. The project resulted in substantial reductions in the use of shelter beds, income assistance, use of emergency services, probation officers, police investigations of abuse and avoidance of youth incarceration.

Activities/Opportunities

The youth chose a Festival 'event' that represented/showcased their individual passions/skills/abilities and developed that event for the Festival. Support and guidance was provided by Business or Arts Community mentors, three staff, and an Advisory Committee.

Quantitative Data shows the social return on investment (SROI, by Simpact Strategy Group), which measured Urban Games' success outcomes $1,164,756. saved for every $548,831. SROI = 2:1.2.

	*VALUING OUTCOMES						
STAKEHOLDERS	INDICATOR	FINANCIAL PROXY		PROXY VALUE ($)	PROXY SOURCE	PROXY INDICATOR CODE	PROXY VALUE PER PERSON PER YEAR CALCULATION NOTES
Beginning with the target stakeholder, copy all stakeholders with monetizable outcomes from Tab 3, and enter their monetizable indicators to the right.	What measures illustrate the changes experienced by these stakeholders?	What financial proxy would you use to value the change?		What is the value of this proxy?	What is the source of this proxy?	Enter the indicator code from the SROI Canada Financial Proxy List if available.	Calculate or enter the value of the financial proxy on a per person, per year basis.
YBDT Youth	increased income	1.	monthly income based on pay cheques	$17.50	Edmonton Urban Games pay stubs and Federal Justice grant allocation	n/a	$1,517
	stable living arrangement exists	2.	reduction in use of shelter beds	$98.25	Edmonton and Area CFSA (YESS)	n/a	$98
		3.	reduction in use of income assistance	$876.00	Alberta Employment and Immigration	F4	$876
	less involvement in violent interactions	4.	reduction in use of emergency services	$468.43	2007 Operating Actuals for Calgary EMS	n/a	$468
		5.	reduction in police investigations of abuse	$1,912.00	National Crime Prevention Center Canada	J8	$1,912
		6.					
		7.					
	reduction in arrests and convictions	8.	reduction in cost of youth court process	$1,275.00	National Crime Prevention Center Canada	J1	$1,275
		9.	avoidance of police in court	$319.00	National Crime Prevention Center Canada	J9	$319
		10.	avoidance of youth incarceration	$250.00	Department of Justice	J7	$250
		11.	avoidance of police investigations	$1,912.00	National Crime Prevention Center Canada	J8	$1,912
		12.	reduction in use of probation officer	$25.86	Alberta Learning Information Service	J2	$26

* Simpact Strategy Group

FOR MORE COMPLETE INFORMATION ON THE URBAN GAMES PROJECT, PLEASE CONTACT

Kelly Micetich at micetichk@macewan.ca or kellymicetich@gmail.com

2009-2011 EDMONTON URBAN GAMES PROJECT LEARNING HIGHLIGHTS

BY KELLY MICETICH
Project Manager and Coach of the Urban Games Project, (Including excerpts from the City of Edmonton's evaluation, Louise Gendreau - Evaluator) , Edmonton, Alberta

Results/Learning within qualitative/developmental evaluation must be understood as based on the logic of discovery (learning) and not on the logic of verification (proof). Consider a few comments made by youth on their approach to coaching…

- *I bring focus, common sense, kind-heartedness and non-judgmental self to create a calm atmosphere giving others time to think and to reduce stress and encourage them to view issues from all sides leading to a clearer perspective and a better understanding.*
- *I bring peace to create a relaxing and comfortable atmosphere to give the other a sense of security.*
- *I bring the brighter side of life to create a positive atmosphere to give the others satisfaction in knowing their strengths.*

Motivation for considering one's impact on others was based on what youth experienced as meaningful, uplifting and transformational...

- *I would coach others for them to find acceptance and meaning in life.*
- *I would coach others to give them /help them get more inclined to access resources around them.*
- *I would coach others to help them resolve family situations.*
- *I would coach others to walk the right path by helping them realize their decisions and use their strengths to get them to that point.*
- *I would coach others to realize their potential and become more confident, to learn more about themselves and their partner while having a healthy sex life.*
- *I would coach others to guide them to find a life of sobriety while finding it myself.*

I. KEY RESULTS: YEAR I

I would like to see my life through your eyes.

Significant results of the first year of the Urban Games journey have been documented in the Interim Evaluation Report - May 2010. Highlights of the first year included:

- development of several evaluation frameworks, all of which were responsive to the innovative nature of the project
- formation of positive relationships among the members of the Youth Business Development Team
- creation of opportunities for youth to express their skills and capacities
- revision of familiar ways of thinking so as to learn from what emerged throughout the project
- experience of support created by virtue of relationships/ partnerships

The first year of the project saw significant results in personal growth and the development of relationships. Relationship development occurred within the context of intentional programming oriented to the development of trust and unconditional support as well as to the creation of a mentor-rich environment supporting positive changes in participants.

Most significant is the change that occurred in the youths' self-perceptions...

This change reflected seeing the self through the lens/perspective of acceptance vs seeing the self from a lens/perspective of condemnation and judgment.

During the first year, youth participated in an evaluation feedback circle in which each youth was asked:

- To identify a change in their peers
- And identify how this change made them feel

The eyes of peers who recognize and identify positive rather than negative changes…

After each youth identified perceived changes and how they felt about it, they were asked whether they could see themselves through the eyes of their fellow peers. This in itself reflects the kind of transformation that is at the heart of the project: Learning to see themselves through others' eyes, eyes which recognized and identified positive changes rather than negative ones made them feel good about themselves and built their self-confidence. An added benefit was an increased awareness of being interdependent – that they were part of the group and were missed when absent.

Youth impacting each other through group ties and connections...

Youth were impacted by what they heard other Youth Business Development Team (YBDT) members say. The result was an increased

capacity to see through a lens of appreciation as well as increased cohesiveness of group ties/connections: Consider the following comments made by youth to each other:

- *I feel I should appreciate more, because I complain.* ***I would like to see my life through your eyes.***
- *I notice that you are listening to what is important to you, and asking yourself what you value and what you want. More open-minded to your own growth.*
- *I like having you around. I should come to work more often.*
- ***I don't recognize myself in those who see me as stable. Good for me to see myself through other's eyes. The awareness that others are seeing you makes you more aware of yourself and your performance.***

Partnership/Relationship development within this project occurred on three levels...

Trust, being in it together and listening to each other, served as a foundation for establishing and sustaining connections, not only among the youth themselves but also among advisory group members and mentors. Advisory group members call upon each other and their respective networks or those they had connections with to join them in achieving a common purpose (i.e. learning to connect with high-risk youth who learn to connect with others through planning, implementing and evaluating Urban Games.) Partnership/Relationship development within this project occurred on three levels:

1. The Youth Business Development Team (YBDT) level
2. The mentorship level
3. The advisory group level

When connections or partnerships are based on commitment to the vision (future desired state), values and principles of a project, involvements transcend role definitions and are sustained over time. Relationships endure because people stay involved, get others involved who are like-minded, or "care" about the same things.

Documentation of partnership/relationship development was conducted from the perspective of its impact on youth, as well as from an organizational perspective. To this end a youth-focused partnership framework was developed as well as a partnership tracking template. These can be found in the Interim Evaluation Report (May 2010), Appendix VIII.

Advisory Group Members brought networks to the table and were moved by different ways of seeing...

The first year of the project saw results in terms of creating new connections and relationships among and between advisory group members and the networks that each are connected to. Advisory group members brought their networks to the table which resulted in information sharing, consultation, shared planning, and shared decision-making. They began by embracing the emergent quality of experience, and resisting the tendency to impose familiar ways of thinking and doing things. As a result, the group thought differently about several things: themselves as a group, the nature of their involvement, their roles, and the youth.

- Thinking differently about the group: The advisory group moved from seeing itself as a steering committee to thinking of itself as an advisory group. This movement reflects understanding the steering committee in relational terms rather than in structural terms.
- Thinking differently about one's involvement: An advisory group member moved from thinking about her/his involvement as participation to engagement. This resulted in a revision of stereotypes on the part of both the advisory group member and the youth.
- Thinking differently about the youth: Advisory group members moved from seeing youth as clients to seeing them as employees.
- Thinking differently about one's role: A shift in thinking occurred as regards understanding the role of a mentor. On the basis of youth-adult interaction with the Urban Games Project, youth identified mentors based on qualities they saw in the adults that they wanted to emulate. This meant that although adults may have been involved in the project in different roles/capacities and may not have thought of themselves as mentors, (e.g. Evaluator or advisory group member) they became mentors based on a youth's selection of them. This required flexibility on the part of the adult and the capacity to relate in other than stereotypical ways.

When mentoring moved from an individual to a collective focus…

In addition, a shift occurred in how mentoring was understood. Mentoring moved from an individual focus to having a collective focus. Familiar ways of thinking about mentoring did not restrict the emergence of "mentors" that could operate with a youth-driven learning focus and could support youth capacities for planning, implementing and evaluating the Urban Games Festival. Initially it was thought that youth would have both an agency mentor and a business mentor who would provide one-on-one support. The initial view of support was an individual one-on-one mentorship idea. What emerged was having more than one adult available for youth to interact with, which allowed youth to decide who to go to, and for what. This meant that one mentor could support several youth and the youth could go to more than one mentor. It resulted in the creation of a mentor-rich environment, where youth drew on more than one adult at different times throughout the course of the project.

II. KEY RESULTS: YEAR II

Focus of evaluation Year Two:

- Determining project impact on youth, the agencies/advisory group members, and the community;
- And formulation of the Urban Games model that achieved desired outcomes.

LEARNING SOURCE	DATA COLLECTION METHODS
Youth – (coordinator/project manger) • Learning related to the development of the **team** • Learning related to creating a mentor rich environment • Model development	• Observation of Pre-Festival workshop preparation • Festival event and evaluation. • Reflective sessions - Feedback circles • Participation in various youth sessions • Several reflective sessions • January 2011 advisory group retreat • Participation in resource development sessions
Agencies/Advisory group • Learning related to partnership/ relationship development • Learning related to changed practice – how thinking differently is manifested in changed ways of doing things within their agencies • Learning related to creating a mentor rich environment	• Members invited to email their insights to the evaluator as they occurred • Partnership template tracking • January 2011 retreat focus group • Electronic survey due Feb 15, 2011 • Post-festival reconstructions • Interviews
Community • Learning related to what value the festival had for those who attended it • Learning related to what value relationships have for community partners • Learning related to value of youth presenting at U of A conference	• Walk around interviews at the festival • Feedback from those who consider themselves "partners" with youth • Electronic Feedback survey sent by the coordinator • Survey of U of A conference workshop attendance

SHIFTING FROM CLOSED TO OPEN EYES

Journey of change not a theory of change – open to learning from emerging experience.

Shifting from closed to open eyes describes all aspects of the Urban games Project. The project provided an environment where high-risk youth were encouraged to recognize their talents, cultivate them, celebrate and share them with others as well as utilize them for creating future possibilities. By utilizing their talents in ways that reflect positive self-images, the hope is that it ultimately leads them to new jobs, new friends, and to places where they would not otherwise go.

It is only when high-risk youth revise preconceptions of themselves as inadequate and "bad" (ideas that have dominated them), that they begin to experience a sense of opening, a sense of vision. A vision of seeing who they can be and what they can dare to accomplish is shifting from closed to open eyes.

PROJECT PHASES	YOUTH WORK	SHIFT/CHANGE
I. Preparation: Relationship building	Recognize their talents Get to know and trust each other Revise preconceptions of self as having nothing to offer, to having something to offer	Shift/change in How I see myself
II. Pre-Festival Planning: Creating a Mentor-Rich Environment	Cultivate talents: building on them; learning new skills; becoming better because of who one associates with; mutual learning; revision of familiar ways of thinking of self and other	Shift/change to Seeing myself as others see me
III. Festival Event: An experience of Interconnectedness	Celebrate and Share talents with others; Do what it takes; and experience each other as reliable and interconnected	Shift/change to a Shared (Inspired) vision of working together
IV. Post-Festival Resource Development	Utilize talents with new-found confidence in future possibilities as a collective or team	Sift/change to Seeing ourselves as a "WE" confident in a shared future

REDEFINING HIGH-RISK: QUOTE AND PREFACE FROM COACHING GUIDEBOOK

These writers define high-risk youth as youth willing to take high risks with their lives, risks that lead them to examine their lives, find their passions and use their gifts. Youth that risk to find the power in their voice, then use it to own their future...

These are the youth that create Vision for their lives.....

A Vision that becomes their Reality.

Congratulations to all the youth we know who dare to be high risk.

(Excerpts from the Coaching Guidebook – Closed to Open Eyes 2011)

Preface

Mission: I will walk alongside you on your journey to explore your undiscovered possibilities; I will work alongside you and think with you as you 'create' and 'transform' and 'become' so that your dreams become your reality.

March 2007, Kelly Micetich, Royal Roads University, Executive Coaching

Coaching is a journey of discovery and the opportunity to action. Coaching as one of the many tools utilized while implementing the

Urban Games Project was a gift. So we explored and designed and played with ideas. The first edition of this Coaching Guidebook, Open Your Eyes is the sharing of some of that journey.

The Coaching Practice Model utilized in the Urban Games became the foundation for Open Your Eyes and was designed and inspired by a Business Coaching Model[1]. The building of this Coaching Practice Model was a collaborative creative visioning of a model for coaching that had not been previously experienced by any of the participants. This fostered an open, exploratory and developmental process.

As a result, the journey became a participatory action research process. The use of Coaching to support each youth to develop their unique Personal Development Plan became the framework, however not necessarily the focus, for the coaching sessions… as you will discover as you read.

This innovation in coaching was customized to youth. The model of coaching was built upon a process of personal grounding/acknowledgement of Current Reality, imagining and Visioning a future, then implementing Actions/Strategies through the Creative Tension of Transformation. The purpose was to transform the Current Reality into the Vision.

The model was creatively customized and continuously revised, redesigned and crafted by the learnings.

Inspiration and Contribution from: (in alphabetical order) Angel, Barb, Blaze, Blouty, Chrissy, Cortney, Erik, Maria, Mike, Richard, Angel, Lea, Louise, Lynette and Taryn.
'Excerpts from Open Your Eyes': Coaching Guidebook for High-Risk Youth
Personal Narrative Stories by: Misha, Stephen and Kelly

Writers: Stephen Kaiswatum, Michelle Irsheid, Kelly Micetich

1. Royal Roads University Executive Coaching Graduate Certificate Program

These 3 Critical Practice pillars are vital in the journey to facilitate change. The changes occur in adults, youth and the community at large. The changes that occur include changes in belief, attitude, and behaviour of both adults and youth populations. The largest value for society is in the transformative change experienced by the youth. The young people own their own behaviours and take these shifts with them to create a better future for themselves and the next generation.

The personal growth of the youth was measured through Personal Development Plans that featured intentional self-reflection and were guided through coaching sessions with a trained CEC (Certified Executive Coach).••

EMERGING PRACTICE

Learnings:

PRACTICE 1	PRACTICE 2	PRACTICE 3
Youth Agency youth must be supported to be the decision-making agents in their own lives. (Methodology)	**Risk Reduction** reduction of risk in small increments is success.	**Relationship Building** – the establishment of long term relationships is foundational to facilitate an identity shift or to transform self-perception.
LEARNINGS	**LEARNINGS**	**LEARNINGS**
Self-directed goal setting fosters accountability. Agency is necessary to facilitate personal power. Transformation occurs for the youth as they become change agents for themselves and 'cultural' change agents in society. Disempowerment of youth results from forced compliance and adult-driven goal setting. 'Others' expectations and external pressure (often resulting in failure) results in a negative downward emotional and cognitive spiral. Disempowerment perpetuates repetitive negative thought. The neural pathways of negative self-worth and self-image deepen and strengthen, creating entrenched beliefs.	Risk reduction must be established as an incremental approach to behaviour change. The expectation that destructive behaviours such as conflict, violence and addictions (that have been used 'successfully' as coping mechanisms) will change quickly is misguided. Transformation/long term change is a two steps forward, one step back process. Celebrating incremental degrees of risk reduction is necessary. The consistent positive reinforcement of incremental change is vital to facilitate the establishment of new cognitive pathways of belief.	This critical practice approach is necessary to develop trust and counteract the consistent life threat experiences of abuse, and belief systems built on betrayal and lack of genuine caring relationships as is experienced by many high-risk youth. The sense of threat (trauma), real or perceived, results in oppositional defiance and hyper vigilance. These responses directly oppose relationship building[2]. Therefore it is critical to invest and commit extensive periods of time and energy to facilitate the building of healthy relationships. 2. Perry, Bruce.The Vortex of Violence. How Children Adapt and Survive in a Violent World. Child Trauma Academy. All Rights Reserved. 1999.

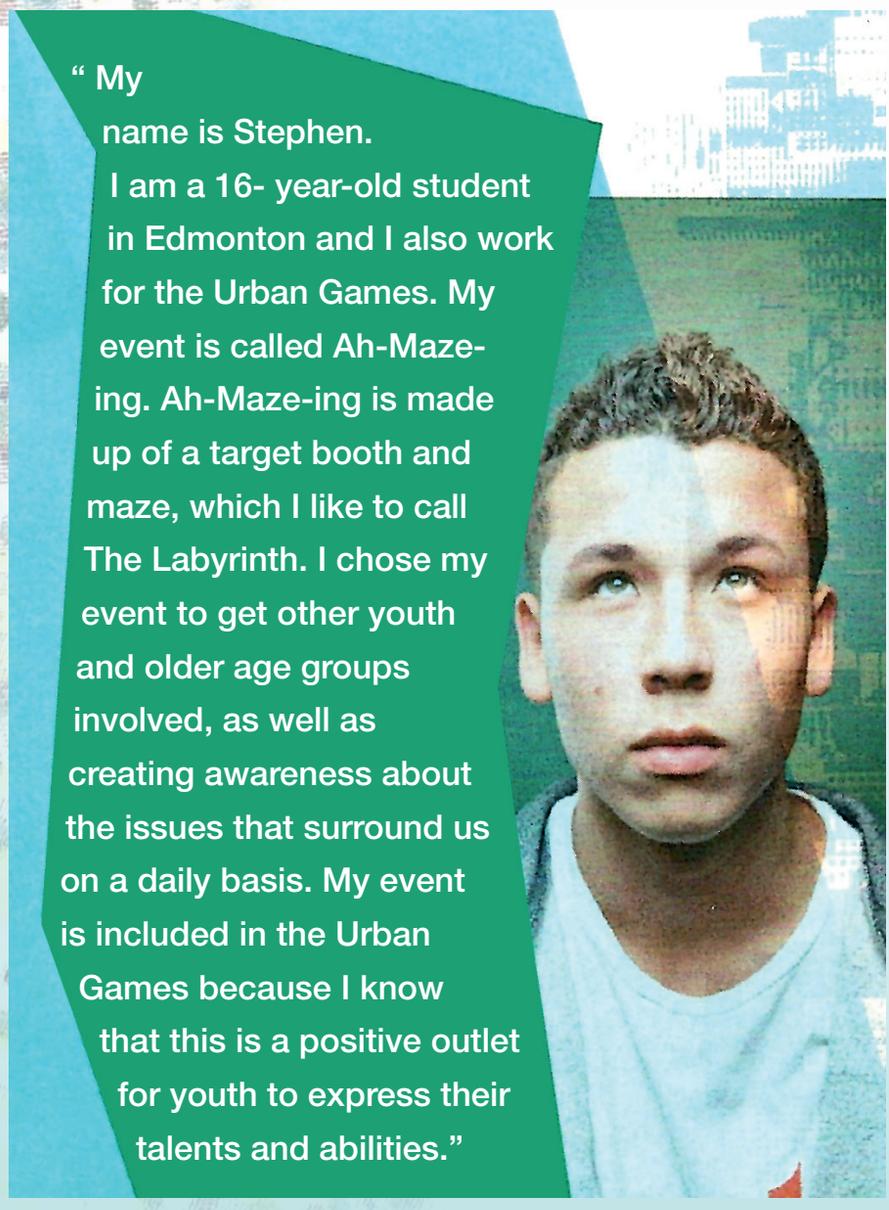
STEPHEN'S STORY IS ONE OF THE MANY STORIES THAT DESCRIBE AND DEMONSTRATE THE QUALITATIVE RESULTS OF THE URBAN GAMES' 'PRACTICE' APPROACH.

CHILDHOOD... CURRENT REALITY SEPTEMBER 2009... CURRENT REALITY MARCH 2011...

STEPHEN'S JOURNEY

BY STEPHEN KAISWATUM
Youth Business Development Team (YBDT) member, Urban Games Project

September 7, 2009



" My name is Stephen. I am a 16- year-old student in Edmonton and I also work for the Urban Games. My event is called Ah-Maze-ing. Ah-Maze-ing is made up of a target booth and maze, which I like to call The Labyrinth. I chose my event to get other youth and older age groups involved, as well as creating awareness about the issues that surround us on a daily basis. My event is included in the Urban Games because I know that this is a positive outlet for youth to express their talents and abilities."

2009 CHILDHOOD REFLECTION:

My best memory was when we as a whole family moved into a huge house. Well it looked huge as compared to the 2 bedroom apartment. It was grade 2 and I feel that those days were the best it ever got for my family.
My worst memory was when I sat at the kitchen table with my Mom and had a conversation with her. At the table I didn't acknowledge the needle that she was sticking into her arm (heroin), but I do now. Knocking was heard at the door which was placed directly behind her. The knocking turned into yelling and the door being kicked down on top of my Mother. I ran, fast too, almost like the Flash. I was at the table 1 second and next I was in my bed with my brothers in the living room. I remember one of the cops checking in through the opening to see if we were there. I was pretending to sleep, but had one of my eyes cracked open.

I became part of the system at the age of 9. At the time I didn't understand the reason for them to take us away. I remember that morning as vividly too. I had just woken up, same with my little brothers. My mother was asleep in the bedroom down the hall. My Dad had decided to cook us all up a batch of eggs, bacon, hashbrowns (still favourite breakfast). By the time he got to the hashbrowns there was a knock at the door. I was used to that knock. It became familiar to me over those few short years. The knock

meant that the police were at the door. Usually there to apprehend my mother, because she was almost always intoxicated.

Linda was her name, she was my first social worker and she was at my home to take me from it. Along with 2 big policemen. A part of the memory that sticks out for me the most so that when this was all going down my little brother ****** wasn't crying at all. I was bawling. But not he. It was like it solidified, no movement, no emotion at the age of 7 years old.

I got involved with the Urban Games just after I had been busted for mischief under $5,000. My therapist was actually the one who got me involved. I don't recall how she found out, but she drove me to the interview and back to her office. Mona Marshall. I'll never forget her name, because without her I understanding I wouldn't be who I am today.

The most memorable moment was when we first flew to Toronto. I knew that from then on in, I would become more aware and travel possibly more. It was like living a dream when we flew there. It's a big city. I love big cities.

The worst experience was when they started to fire people from the Urban Games. It almost felt like it was breaking apart.

The most valuable learning lesson came when Blouty, Maria and me performed on stage. He gave me a huge jumpstart to my confidence. I felt myself being more comfortable on stage as we progressed through music.

DESIGN OF PERSONAL DEVELOPMENT PLAN
SUCCESS INDICATORS (CHARACTERISTICS/SKILLS)

1. Resiliency
INDICATOR: When having a bad day I try to make it better vs. laying in bed or feel sad. Redirect my mind off the issue rather than focus on it.

2. Public Speaking
INDICATOR: Increase in confidence, exhibits positive energy and works the room.

3. Self-Esteem
INDICATOR: Positive thinking about myself and others.

4. Learning
INDICATOR: Willing to learn things that are irrelevant.

5. Listening
INDICATOR: Asking questions and getting involved in the conversation.

6. Advertising
INDICATOR: Advertisements seen and look more professional.

7. Empathy
INDICATOR: Asking personal questions about where people are at.

8. Respect
INDICATOR: People around show a sign of respect towards me.

9. Participation
INDICATOR: Increase in confidence, exhibits great public speaking an showing of opinion.

10. Positive Thinking
INDICATOR: Increase in positive attitudes towards everything – emotions, work related material and people around can see the change in me.

PERSONAL DEVELOPMENT PLAN REFLECTION - MAY 4, 2010

(No rating/ Coaching Dialogue only)
Stephen Kaiswatum

STEPHEN'S 2016 ARTICLE ON PAGE 20

SUCCESS INDICATOR-CHECK IN

( ) Resiliency
Ex. When having a bad day, I try to make people fell better and instead of laying in bed or feeling sad =, redirect my mind off of the issue rather than focus on it.

( ) Public Speaking
Advisory Committee presentation of Business Plan-voice was clear, ideas were well communicated. You made eye contact with people. In the beginning "I felt more like I was in a cave cut off, now it's a completely different look." Confidence- I have an increase in confidence when I am in front of a room.

( ) Self-Esteem
I reframe from thinking about myself although I sometimes come off as cocky. When called douche or asshole I am taking it to heart too much. At home things are much better with Foster Mom and the way I act around my Foster Mom is much better because I am feeling much better about myself.

( ) Learning
I have learned in my school class Legal Studies when I wasn't at all interested in it. I started to learn it anyway and then the information in my Legal Studies course was about custody and I am going to court regarding my custody situation. I am interested in the court room and excited to talk to the judge. I am interested in law as a possible profession.

Having my visits reduced from weekly for 3 hours to bi-weekly 2 hours. My dad was missing for a month – he got jumped, was in the hospital and is still homeless.

( ) Listening
In high school, I have been more assertive to conversations, even when in passing paying attention to all the details I am living through. I am listening, watching, and sometimes commenting. Ex. Commenting on what girls are wearing in their hair, noticed a Business Mentor's clothes/shoes.

I am more interested in what's going on around you
I am more aware of my surroundings.
Focus more on the present.

PERSONAL DEVELOPMENT PLAN REFLECTION - NOVEMBER 30, 2010

Stephen Kaiswatum

RATING

(10) Resiliency
I now think about the bigger picture.

(8) Public Speaking
Thinks about the bigger picture. I think about past success as leverage against fear, mentally prepare for it. Paces and collects energy to prepare from events. Energy comes in bursts from my raps. "Especially when Blouty says I did good". Living on my own also helps me a ton. No 3.5 hours on the bus.

(8) Self-Esteem
Don't care what I look like. I have the same confidence and don't care what other people think – don't worry about that anymore.

(7) Learning
I focus on irrelevant stuff now and find something I enjoy in it. I bring coffee to stay awake. My school notes show my motivation through the organization of my notes vs the mess of before.

(9.5) Listening
Fully participating in coaching.

(9.5) Advertising
More confidence than before SIL (Supported Independent Living). Can do presentations and advertise UG.

(7) Empathy
Some more time spent on self before I can extend to others.

(8) Respect
Getting more respect from colleagues, David Rust, Advisory Committee, my Dad.

(8) Participation
Continue to strongly participate. Eg) Want to be involved in focus groups every chance I get.

(9) Positive Thinking
Positive Energy – his dad indicated change. Deal with negativity but not too far into it so it takes me down. Positive outlook on everything.

FINAL PERSONAL DEVELOPMENT PLAN REFLECTION - MARCH 23, 2011

Stephen Kaiswatum

RATING

(10) Resiliency
Ex.) Even lack of sleep doesn't get me down. Without 8 hours minimum of sleep I couldn't survive before but had a tough 2 week lack of sleep period and I kept going and dealt with it. I now live on my own and I have adjusted and am in a routine and change up my routine when I get bored.

(9.5) Public Speaking
Ex.) Whenever I have a chance to speak in front of a class I am the first to put up my hand. I'm comfortable. Eg) My English Project, I spoke out loudly compared to my friends and woke up the class. Eg) Social class I always answer the questions. I like public speaking and look for opportunities to be heard and I don't turn red anymore. I used to sweat and now I'm totally? like "what's up…"

(9) Self-Esteem
I perceive myself and how I handle situations differently. Now I understand what a negative and positive thought and comment actually are. Before I didn't even recognize what I was doing. My way of thinking is different.

(7) Learning
I now recognize that most things have some relevance to my life.

(8) Listening
Listening at school is now a big part of my life. I choose to listen in places I didn't used to. Eg) Math class I put honest effort into listening even if it's boring.

(9) Advertising
Continued confidence, not having to worry about what's wrong or my self-esteem and high self-esteem.

(7) Empathy
Has remained the same. More focusing on myself right now and my own development.

(9) Respect
I'm trying to now get people to respect themselves more. Less about now allowing my Dad to bring alcohol but getting my Dad to respect himself

*New level of thinking – I want to influence other people to respect themselves.

(10) Participation
Fully participate and don't even question participating anymore, it "just happens."

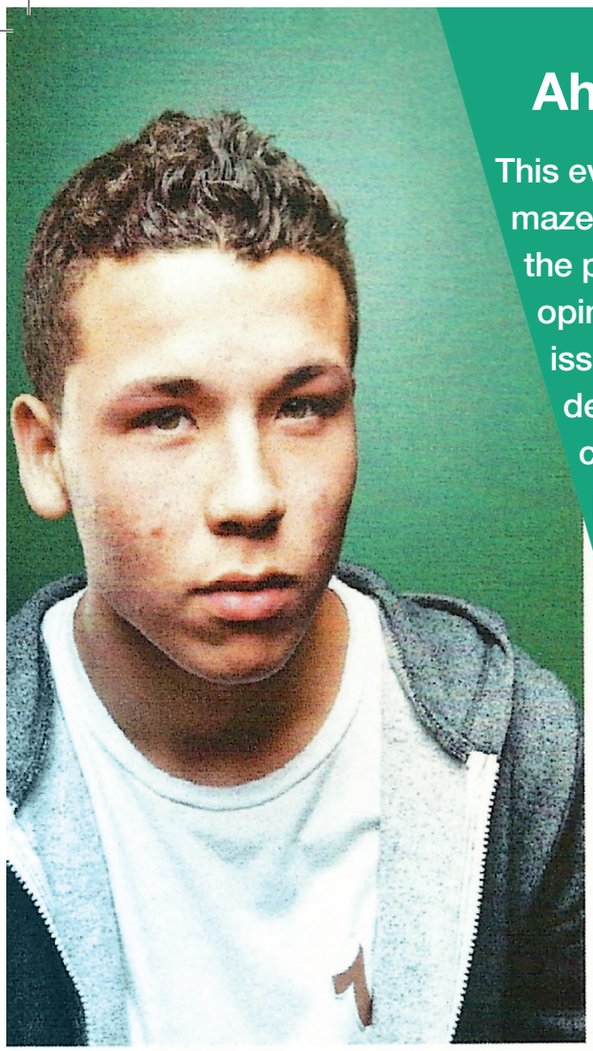
(9.5) Positive Thinking
I get myself out of the negative situations before they even occur. I take positive approach and learn from the negative.

SUMMARY OF ALL SELF EVALUATIONS / STEPHEN	SELF-EVALUATION (SCALE: 1- 10)			FINAL RATING
Success Indicators (Characteristics/Skills)	**Sept. 2009**	**Feb. 2010**	**Nov. 2010**	**Mar. 2011**
1. Resiliency INDICATOR: When having a bad day I try to make it better vs. laying in bed or feel sad. Redirect my mind off the issue rather than focus on it.	6	6	10	10
2. Public Speaking INDICATOR: Increase in confidence, exhibits positive energy and works the room.	2	5	8	9.5
3. Self-Esteem INDICATOR: Positive thinking about myself and others.	2	6	8	9
4. Learning INDICATOR: Willing to learn things that are irrelevant.	5	6	7	7
5. Listening INDICATOR: Asking questions and getting involved in the conversation.	4	8	9.5	9
6. Advertising INDICATOR: Advertisements seen and look more professional.	1	3	9.5	9
7. Empathy INDICATOR: Asking personal questions about where people are at.	6	8	2	7
8. Respect Indicator: People around show a sign of respect towards me.	4	6	8	9
9. Participation INDICATOR: Increase in confidence, exhibits great public speaking and showing of opinion.	2	8	8	10
10. Positive Thinking INDICATOR: Increase in positive attitudes towards everything – emotions, work related material and people around can see the change in me. Deal with negativity but not too far into it so it takes me down. Positive outlook on everything.	2	7	9	9.5

2011
CURRENT REALITY/VISION

Stephen Kaiswatum
March 23, 2011

I am living independently; well the government pays my rent and does a monthly update. But in general I'm living alone. All of the decisions I make in my life were fully made by me. Six months ago I was residing with my foster mom and a house full of little kids. The relationship left off on a good foot, I had been doing good in school, remained in a positive space, and made everyone (including myself) proud of who I became. My little brother Benny looks up to me as his idol and he uses my example as a motivation/positive tool in life. I know how to work my way out of an argument before it even takes place, and I now de-escalate the situation of a disagreement. I'm not too fond of school but I work through it. I feel like I'm in complete control of my mental, physical, and emotional beings. Instead of being afraid of the world, I have learned to embrace it. My voice is strong, free and powerful. My voice is at a constant level and stands out above the crowd.



Ah - Maze - ing

This event partners a traditional maze with activities that ask the participants to state their opinion regarding social issues. These issues were developed during a public consultation, and will be posted as questions above targets at a booth.

The labyrinth will face contestants with street-life scenarios and playfully ask them to pick ways to get around the dead-ends and obstacles.

2011
MY GOODBYE WORDS

I believe that this project had its faults but also had its accomplishments. What I mean by faults is that we as a group at times did not work. We all thought that our social lives were more important than the project assignments. I'm not being a hypocrite. I'm just stating the obvious. I know that I at times didn't want to work and figured the world to be full of bullshit. On the other hand, the Urban Games Project taught me a lot and got my life on track. I went from an overall rating of 2 to 9, nearly 10! My last words on this project are: good luck everyone, and no matter what goes wrong in life, remain strong and voice your opinions; voice yourself!••

2016
TODAY'S CURRENT REALITY

BY STEPHEN KAISWATUM
June 17, 2016

The Urban Games changed my life. I became a Foster Child at the age of 9 and was officially classified as P.G.O. at the age of 12. It was at this point where I fell into the government's hands completely and, like any reasonable child of the system, I wasn't pleased with the decision. Growing up in care wasn't a walk in the park and when I was 15 I made the greatest mistake of my life - I broke the law. Now I say that it was a mistake, but looking back on it now I truly believe it was a blessing in disguise. You see, the Urban Games was only hiring from a target group of "high-risk youth" and due to my mistake I met the criteria and qualified.

As Keynote speaker at the Lobster Lovers annual fundraiser dinner for Boys and Girls Big Brothers Big Sisters of Edmonton and Area, Stephen said "…A major reason why I like to be so heavily involved in the whole mentorship program is because I always wonder what my mother's life could have been if she'd had someone to…"

Throughout the two-year project I developed a very positive perspective on situations, people and most importantly myself. Coaching/ mentoring was a key component to the success of the Urban Games, which makes complete sense because any successful individual in the world can go back and name specifically a mentor or coach in their life that helped them reach their own goals. It is now 2016… I'm 22 years old, living independently, publicly speaking often and attending University. I'm currently pursuing a Public Relations diploma, and I know with the utmost certainty that I wouldn't be here if it weren't for the Urban Games.

Initially, through my perspective at the time, my living situation at the age of 15 was neither supportive nor loving. My foster mother and I weren't seeing eye-to-eye on a lot of issues; curfew, cellphone privileges and chores: The usual arguments and heated battles that ultimately ended up with me storming out of the house and doing my own thing independently. The Urban Games aided me in the avoidance of these types of situations and over time this self-awareness and new-found understanding led me to moving out at the age of 16. Independence was finally achieved! It stemmed from mentors introducing me to players in the system that would speak on my behalf (the advocates office) and the coaching of "you can do it" constantly playing in my head.

The Urban Games was that space where I developed a lot of my personal characteristics that people nowadays identify as 'strong' and 'confident.' Moving out at 16 gave me my first sense of accomplishment and it wouldn't be the last of that sense - because from that day on it became like a demand in myself to achieve more. These days I set goals like attend University, work out, family time, living situation and maintenance of a car. Without the coaching aspects and key mentorships from the project I wouldn't have acknowledged these very recent and current ambitions of mine.

Belief systems are crucial. Having people in your corner that truly believe in you. For me, the Urban Games project was the beginning of building that belief system around myself. I'm pretty sure that people can all relate to the feeling of self-doubt and the lack of belief in oneself; if you create a circle of people around yourself that believe in you, you naturally start to believe with them. A bit of a tongue tie – but I think it strikes a chord. I was first asked about the Public Speaking Indicator at the start of the whole ordeal and I remember answering with a 2 out of 10. Thanks to the exposure of public speaking coordinated throughout and culminating in the Urban Games Festival in September 2010, I grew immensely and ended up leaving the project with a confident 10 out of 10.

Mentors from the Urban Games encouraged me relentlessly in pursuing the idea of being comfortable with the uncomfortable. I can recall vividly watching one of the mentors performing a rap duo with another mentor in front of a massive crowd and idolizing their fearlessness. I wanted to be them. I wanted to feel that experience and be proud of myself in doing so. 'No' or 'maybe some other time' wasn't in their vocabulary, and I evidently started to rap on stage as well a year after that vivid recollection. Setting the example was a way in how they would communicate to the younger Stephen and also being quite persuasive when it came to standing up to my stubbornness.

People can tell you what you should do, but it needs to be when you're ready or 'ready to listen.' If there was an important piece of information to take into consideration for anyone who's trying to replicate a project resembling the Urban Games it would to see the best in the youth. They will not have that belief system established yet, not even close. So help them out by introducing

them to new experiences, providing that outlet and therefore possibly leading them to meeting their future mentors or coaches.

My event at the Urban Games Festival, the 'AH-MAZE-ING' labyrinth, was essentially a massive maze that identified my own life troubles/ tribulations and if you (as an attendee/participant) made the 'right' life decisions walking through the maze, then you would ultimately reach the end without a problem. It's either you made a left or a right. Patience was an obvious attribute of my mentors who supported me throughout the project creation, because I would constantly change my mind on what my event would be. Another piece of advice there. For all that is good and holy, please don't push a youth into anything. Quite understandably they will respond by either not participating at all or doing the direct opposite. Add slight inputs into the process, but at the end of the day it all depends on when they are 'ready to listen.'

Concluding this article I would like to reiterate the fact that Urban Games changed me. Through fine-tuned coaching and well-established mentorship I was able to identify my own self-worth – evoking personal development. The persistent encouragement, engagement and experiences aided in my own belief evolution. It didn't stop at the end of the Urban Games either; it carried on and I'm still invited to all sorts of events and am writing pieces. I've been blessed with the opportunities to host events and speak on multiple occasions. I've hugged a Premier and sat with a Mayor. All thanks to the project!••

PLEASE SEND ANY REMARKS, OR A COMMENTARY, REGARDING THIS ARTICLE

to *Justice Report* Editor, Nancy Wright:

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RÉSUMÉ

LA RÉALITÉ D'AUJOURD'HUI – LES PROPOS DE STEPHEN – 17 JUIN 2016

Par un participant au projet Jeux urbains (2009-2011) et étudiant au baccalauréat (2016)

Dans cet article émouvant écrit en 2016 par Stephen, un jeune qui a participé au projet Jeux urbains, il résume son parcours de l'enfance au projet Jeux urbains durant l'adolescence, jusqu'à sa réalité actuelle de jeune homme de 22 ans, qui vit de façon autonome et qui désormais établit et atteint les objectifs qu'il s'est fixés. Il est en train de terminer un programme universitaire pour l'obtention d'un diplôme en relations publiques. Stephen note ironiquement que sa participation au projet a été « un mal pour un bien » parce que le projet Jeux urbains n'embauchait que de jeunes contrevenants, un groupe cible à haut risque, et qu'il avait récemment fait ce qu'il considère la plus grosse erreur de sa vie : il avait commis un crime. Puisqu'il était admissible à une aide complète, qui changerait sa vie, Stephen, 15 ans, s'est lancé dans une aventure qui marquerait un tournant dans son existence. Son article va de détails sur une enfance extrêmement difficile, « grandir en foyers d'accueil n'était pas une partie de plaisir », à sa manifestation au Festival Jeux urbains : le labyrinthe AH-MAZE-ING (voir page 20). Ce labyrinthe correspondait et répondait aux difficultés et aux épreuves de sa vie. Dans AH-MAZE-ING, il était question de choix et de la capacité des gens à faire les bons. Si les festivaliers faisaient les « bons » choix de vie en parcourant le labyrinthe, ils trouvaient la sortie. Stephen parle aussi de l'importance des systèmes de valeurs, et de la façon dont le projet Jeux urbains l'a aidé à apprendre comment faire les bons choix. Il se réjouit d'avoir pu déterminer sa « propre valeur » grâce au mentorat d'adultes et de pairs et du « coaching soigneusement adapté » que lui a assuré le projet Jeux urbains et note que « c'est tout à fait logique parce que partout dans le monde les personnes qui ont réussi se souviennent d'un mentor ou d'un coach en particulier qui les a aidées à atteindre leurs objectifs ».

MISHA'S JOURNEY

BY MICHELLE IRSHEID
Youth Business Development Team (YBDT) member, Urban Games Project
February 15, 2010

2010
CURRENT REALITY

I was living at innercity, going to ritetrack school when I got hired in 2009. I think I was in a pretty good point in my life because some of my life was going well I had good friends and I was sober. I had a boyfriend who kept me sober for a while but also put me down lots. Then my life became not so great. I was really scared to turn 18 but still am really proud of my accomplishments. My worst moments of Current Reality have been with my boyfriend when he got me back into meth on my 18 birthday, stole 900 dollars from me. He controls who I hang out with, how I hang out and if I was even allowed to hang out. He is so verbally, physically and emotionally abusive. I have felt like I had no one.

"My name is Michelle from Urban Games. I'm working on The Art of writing, and The Inspiration of Art with Maria. For the Art of Writing we will be holding a writing contest and have held various workshops all relating to how to express yourself via writing. Writing has always helped me through hard time, and during my good time has been a way to relieve stress and express myself in a positive way. With this project I want to help youth get more in touch with their writing sides, and see if it helps them the same way it helped me." 2009-2011

DESIGN OF PERSONAL DEVELOPMENT PLAN
SUCCESS INDICATORS (CHARACTERISTICS/SKILLS)

1. Patience
INDICATOR: Not getting as frustrated when someone disappoints me or doesn't do what I asked or expected. Responding calmly and saying "Hey don't worry about it."

2. Public Speaking
INDICATOR: Decreased nervousness, better eye contact, speaking louder. Having a plan for a presentation.

3. Self-Esteem
INDICATOR: Smile more shows my happiness. Being happy because I feel good about myself. Choosing not to be in an unhealthy relationship. Choosing friends that are good for me + have the same goals as me.

4. Tolerance
INDICATOR: Not getting as frustrated/ annoyed with people's opinions that I think are close-minded or stupid. Eg.) Someone says that they don't like you because you are in an abusive relationship and the person thinks you are stupid because you won't leave when they don't know your background + that maybe that's why you have the issue. People make assumptions + don't realize that everyone has a story and a reason for what they're doing.

PERSONAL DEVELOPMENT FINAL REFLECTION - MARCH 23, 2011
Michelle Irsheid

RATING

(9) Patience
I can't control everyone else. I need to be patient to be able to handle a kid.

(6) Public Speaking
Workshops are easy to facilitate. Public conversations are easier, team work makes it even better.

(9) Self-Esteem
In a healthy relationship, all my friends do have same goals as me. Smile a lot. Still need to work on… needing to please mom.

(9) Tolerance
Knowing I can't change people and being ok with that. I don't let other people get to me. And what other people think my problems are doesn't get to me, let them think what they want.

SUMMARY OF ALL SELF EVALUATIONS / MISHA	SELF-EVALUATION (SCALE: 1- 10)		FINAL RATING
Success Indicators (Characteristics/Skills)	**Feb. 2010**	**Apr. 2010**	**Mar. 2011**
1. Patience INDICATOR: Not getting as frustrated when someone disappoints me or doesn't do what I asked or expected. Responding calmly and saying "Hey don't worry about it."	7	6.5	9
2. Public Speaking INDICATOR: Decreased nervousness, better eye contact, speaking louder. Having a plan for a presentation.	3	4	6
3. Self-Esteem INDICATOR: Smile more shows my happiness. Being happy because I feel good about myself. Choosing not to be in an unhealthy relationship. Choosing friends that are good for me + have the same goals as me.	5	6	9
4. Tolerance INDICATOR: Not getting as frustrated/ annoyed with people's opinions that I think are close-minded or stupid. Eg.) Someone says that they don't like you because you are in an abusive relationship and the person thinks you are stupid because you won't leave when they don't know your background + that maybe that's why you have the issue. People make assumptions + don't realize that everyone has a story and a reason for what they're doing.	3	5	9

2011
CURRENT REALITY/VISION

Michelle Irsheid
March 23, 2011

25 weeks and 4 days pregnant, very excited to find out sex of the baby tomorrow. Living in a main floor suite with my awesome boyfriend Adam and 2 cats and puppy + spider and soon to be baby. Everything in my life is going smoothly and going to happen for me. I couldn't have life on a better track except for winning the lottery, but ya.

REFLECTIONS:

Throughout the Urban games and the Coaching process I have learned a lot about myself and have figured out each day at a time that life is a process. As I recall my first couple of coaching sessions I had a lot on my mind and was going through a pattern of struggles. I had a hard time recovering from unhealthy relationships. I was always told "If he's not treating you right then just leave" or "get out of it" It was much harder than this. One of my biggest things to learn was my self-esteem. Kelly worked through this with me and was calm, never told me what to do and made an effort to build a relationship rather than just assuming what she thought was right. In one of my coaching sessions she asked me to write the things I would want in a guy and I did… not even months later I met him. It wasn't that I needed this man - it's that I had finally realized I deserve someone who respects me. Coaching is a way of working with someone the way they need to be worked with. It's all about that individual and what they soon discover is their issue. The relationship in the beginning is key. If you can't build that relationship you won't see any trust.••

CURRENT UPDATE

BY MICHELLE IRSHEID
July 27, 2016

RECAP OF LIFE

I was born in a family that could not provide proper care for me and was put into children's services when I was 13; I then lived in foster homes, group homes and the streets, trying to figure out who I was. I met Mark Charrington (youth worker) who helped me when I got in trouble with the law. He mentioned Urban Games to me and I got an interview. I was super nervous when it came to the interview because I felt that other girls in the project from previous homes I had lived in knew me but did not like me. I didn't care, I really wanted this experience.

…WITHIN A DAY I WAS FRIENDS WITH ALL OF THE GIRLS

At Urban Games, I did the writing and art sections. Writing had been a passion for me since I was a kid; it was a gateway out of reality and is something that can help other kids like me grasp their emotions by writing them down on paper. I later took on the H_20 resource board and held as many workshops in the downtown library as I could with the support of my team.

I met different mentors from whom I still ask for support and guidance in helping others in difficult positions, I also learnt about Public speaking and was able to guide my own workshops.

…

When I was first hired at Urban Games I was in a bad place, dating a drug dealer who was abusive and very lost. When I met my coach I finally found someone I could really open up to and not feel judged anymore, I could cry and she would just listen. The best part was she did not tell me what to do - she guided me through

it - and because of that I now do the same with my friends and they look up to me for advice. Through the coaching process I got to watch my goals improve. By the end of Urban games I was pregnant with my son and had a house with an amazing plan and a boyfriend who was really good for me at the time.

...

One thing that had stuck out through a coaching session was when I wrote a list of what I wanted in a guy, and when I met my son's dad he seemed to have everything on that list. We broke up though when my son was 2. He had only got to abuse me once. I finally realized I wanted my independence and I was not going to let any guy stop that, and my coach guided me through the process of dealing with this very hurtful break-up.

TODAY...

I am now in a place I never thought I would be. I have a house in a small town with a 5-year-old boy and a 2-month-old girl, I'm a mom, a girlfriend, a mentor and a friend. I start school in September taking Correctional Services, so I can finally do what I love and help guide other people that may be stuck in a place like I was.

My advice to other workers is don't make assumptions, don't judge by a crime, or someone's history as they do not define the person. There is always a way to guide and help someone, they may not change and they may not listen at first, but once they do then they will be comfortable to call you for that help.

Urban games wasn't just something you put on a resume, it was a place where you made lifelong relationships. I will use the techniques I learnt from my mentors when I am in my future career.

MY FINAL WORDS IN 2016...

I am still connected with the youth and mentors from Urban Games and it had a real impact on all of us. It was an amazing project.••

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RÉSUMÉ

LE PARCOURS DE MISHA

Par Michelle Irsheid, participante au projet Jeux urbains (2009-2011) et étudiante au baccalauréat (2016)

Dans cet article captivant, Michelle présente un « résumé » de sa vie, notant comment elle avait été prise en charge par les services de protection de l'enfance à l'âge de 13 ans et « avait vécu dans des familles d'accueil, des foyers de groupe et dans la rue, en essayant de comprendre qui elle était ». Après avoir eu des démêlés avec la justice, elle rencontre Mark Charrington, un travailleur social, qui lui parle des Jeux urbains. Elle obtient une entrevue et est embauchée pour les activités écriture et arts, mais elle était dans « une mauvaise passe », avec un petit ami abusif, au début, puis sa situation s'est améliorée grâce à sa coach parce qu'elle sentait qu'elle « pouvait se confier sans se sentir jugée ». Elle qualifie les Jeux urbains de « projet extraordinaire » et rend hommage à sa coach qui l'a guidée et l'a aidée à apprendre comment fixer des objectifs plutôt que de simplement lui dire quoi faire. Michelle joue maintenant un rôle de coach auprès de ses connaissances.

Soulignant que « Jeux urbains n'étaient pas seulement quelque chose à mettre dans un curriculum vitae, mais un endroit où on créait des liens à vie », Michelle rapporte qu'aujourd'hui elle est dans « un endroit » qu'elle pensait ne jamais voir. Elle est « une maman, une petite amie, une mentore et une amie ». Le conseil qu'elle donne aux autres travailleuses et travailleurs est de ne pas avoir de préjugés, « ne jugez pas quelqu'un par un crime ou par son passé », et sachez « qu'il y a toujours une façon de guider et d'aider quelqu'un » une fois que « cette personne se sent à l'aise de communiquer avec vous pour de l'aide ». Toujours « en contact avec les jeunes et les mentors du projet Jeux urbains », Michelle entreprendra en septembre des études en services correctionnels et espère être capable de « guider d'autres personnes qui sont dans une mauvaise passe » comme elle l'a été.

KELLY'S STORY - THE COACH

*Image from the Urban Games video at www.justice.gc.ca/eng/fund-fina/cj-jp/yj-jj/sum-som/r14.html

BY KELLY MICETICH

Project Manager and Coach of the Urban Games Project, (2009-2011), Edmonton, Alberta

COACHING TRAINING PROGRAM COACHING SESSION FRAMEWORK

The following is the process of coaching and the framework for the coaching training program, which was facilitated during the second year of the Urban Games project by the fact the youth had been introduced to coaching techniques and applied them to coaching themselves in the first year. Throughout the Urban Games Project, the youth were coached with a focus on their Personal Development Plans and support for their project/festival event planning and implementation.

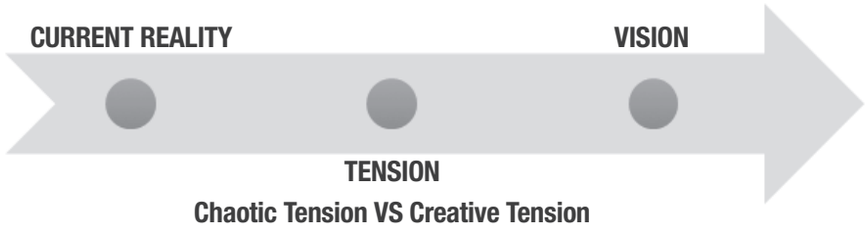
Excerpt from the Guidebook

Framework for Coaching Training Program

1. Contracting
2. Enlightenment
3. Empowerment
4. Action
5. Coaching Presence
6. Personal Statement of Practice
7. Coaching For Personal Development
8. Using coaching for Goal Setting; Transition Planning; Decision Making; Problem Solving; Issues & Barriers; Creative Process.

SESSION 1 INTRODUCTION TO COACHING

1. Overview of Current Reality to Vision - Belief Model for Coaching



Chaotic Tension VS Creative Tension

Tension is where choices happen. It is where action or inaction takes place. It is the distance you must travel between your current reality and your vision.

Chaotic Tension is the place of inertia, where spinning in panic and indecision or destructive decision happens. It is the place where the choices you make move you away from your Vision. It is the place of confusion, frustration, anger and victimization. It is a place of disempowerment and disillusionment. It is the place that will pull you down in a whirlpool-like vortex that leaves you exactly where you started or worse. It can leave you further from your vision than when you started. Hmmmm…

Creative Tension is the place where action happens. It is the place where creative thinking and planning happen and the place where forward movement happens. It is the place of goal setting and intention setting in order to achieve your Vision. It is a place of power characterized by achievement and driven by creative choice personal agency.

By learning how to create their own vision and turn chaotic tension into creative tension through the coaching, the youth were able to achieve and embrace their personal development. It was this development that they would need to see their part in the Games through, and make continued future success possible.

SESSION 2 WHAT IS COACHING?

Coaching is a process that supports youth to move from their Current Reality to a Vision for their lives and creates an experience that supports learning to live in Creative Tension versus Chaotic Tension.

Coaching is engaging with a 'thinking partner'. Coaching is not counseling, consulting or telling. Coaching is a process by which a conversation happens between a coach and client where questions are used by a Coach to support the client in discovering his/her own unique solutions/decisions/answers. It is based upon a belief that these solutions/decision/answers already exist and will be discovered within the client. The Coach does not have answers or an agenda or a need to direct the experience in any particular direction. The coaching experience is a journey of communication through dialogue. The Coach acts as a guide and thinking partner throughout the process. Thoughts, feelings and past and present experiences are explored. At the core of coaching is the belief that the client already has all of the answers. It is just a matter of discovery!

MY STORY/JOURNEY AS A COACH

First Meeting – Explaining the coaching philosophy…

Introducing Coaching in the first meeting with each youth is exciting. Some are more cautious than others but they are all excited by the idea and I notice that they respond most to the statement that this is not about me 'telling' them what to do. I ask them if they have any idea what coaching is and I explain the philosophy and explain that it is not counseling or 'telling' them what to do. I say "It is about being a thinking partner 'with' you because coaching is about believing you already know everything you need to know, you just need to discover it. It is about knowing that you already have the answers. And the agenda is yours every session. We will work towards your passion and your idea for the Urban Games but at any point in time if you need to focus on something else that is more important for you we will do that. You decide what the focus is each time, not me. That means any issue or situation that is bugging you or you need to sort out. It's your agenda! How does that sound?"

First Meeting – Reflection, an important part of the coaching process...

Wow what a response. I did not receive one negative or 'walled up' reaction. I noticed that each young person relaxed as soon as they heard the statement that this is not about 'telling' you what to do. Some responded as well to the idea that it was not counseling either. When I explored this it was because some youth had the view that counseling was to 'fix' you when you were 'broken'.

The Coaching process is a fascinating experience where 'pure' coaching is a challenge. Youth are excited by their journey and the opportunity for self-directed living. They are also challenged with repeating their mistakes over and over again and being caught in the cycles that have gotten them stuck. They want to get unstuck. I think about the concept of the Chaotic Tension of life that spins us and catches us all in a negative downward spiral. Hmmmm…

Second Meeting – Where we are now vs. where we want to be…

So in the second meeting we talk about the model of belief that I use which utilizes the concept of Current Reality, Visioning and experiencing the Tension between where we are now (Current Reality) and where we want to be (Vision). We talk about 2 kinds of Tension, Chaotic Tension which spins you downward in a continuous cycle of barriers, negative energy, fear, frustration and leads to the same results you have always gotten... or worse. Then we talk about Creative Tension, which means creating Actions that move you toward a creative, new and positive direction, and results in achieving your Vision(s) for yourself. I draw a picture of this (I am a terrible artist!) on a piece of paper and show it to them.

Reflection: The idea of a strategy to lift them out of their chaos is a relief that I see on their faces. I see the hope and I am inspired.

Sessions 3 and on... (6 – 18 month process) – Experiential Self-Discovery and Growth…

The journey then is about each session following a systematic process of Coaching that I constantly re-design and re-design and re-design. Every situation is different, every youth so unique. The scope of their journeys includes all of the challenges that could ever be imagined with a range of stability from living on the streets, to foster care, group homes, and family homes. They experience conflict with parents, schools, police, probation officers, social workers, apartment landlords, bosses, and service providers. They are labeled and frustrated, entitled, angry, scared, hopeful, dejected, despairing, depressed, furious, excited, inspired, self-defeating, self-sabotaging and rescuers of their friends, their parents. They pay attention to everybody but themselves. The journey of coaching is about embracing all of this and continuing on a path that supports experiential discovery of new ways of thinking and believing that you can move through it all to a new place.

Sessions for Designing a Personal Development Plan...

It begins with choosing Personal Development Plan goals that may be either a characteristic or a skill or ability from a list of 'collectively brainstormed' characteristics, skills and abilities that the group has decided are possible to 'grow' throughout the course of the Urban Games project. While these goals are possible to gain through the project, they are not necessarily goals that the youth think they will achieve purely as a result of participation in the program. They are goals that they believe they will have to work at throughout all aspects of their lives. (See Appendix A of the Coaching Guidebook for examples of the Personal Growth Plans and the Progress).

The second part of the Personal Development plan coaching is the development of Indicators of Success. These indicators are a process of enVisioning what this goal will look like in action. This may be a behavioural change, a new skill or ability or an area or character growth. The Indicator of Success is completely designed by the youth who owns it.

We write these Indicators down as a practice of Visioning. Now it is time to move on. As time goes by we check in and do reflections on these Indicators and see how things are going. The youth set a rating between 1 and 10 for their baseline and then reflect on their progress at intervals along the way. Due to the differing start times of the youth involved in the Project, the self-reflections happened at different times throughout their participation. The important aspect was the opportunity to be intentional about reflection and self-evaluation.

*Image from the Urban Games video at www.justice.gc.ca/eng/fund-fina/cj-jp/yj-jj/sum-som/r14.html

Reflections of the Coach and Reflection as an Evaluative Tool…

Reflection

I expected that the youth would be resistant to the evaluation aspect however due to the self-directed nature of the process. They were completely engaged and extremely honest with themselves about their progress or the lack thereof.

Reflection

I start the coaching session with a young person excited to talk about good things and share the journey of progress. They made progress on their goals and "this happened…and this happened and then this happened…". I start the session not able to get a word in edgewise. The joy and excitement in their voices is infectious. I am uplifted.

Reflection

I finish the session inspired and full of hope. The journey is one of joy, inspiration and enthusiasm. I feel great.

Reflection

I start the session not able to see the face for the hood it is hiding behind. I start the session with a hug for the flood of tears that start the conversation. I start the session hoping that the alcohol wears off by the end of the session, that the hangover is not so great that they fall asleep in the middle of the session. I start the session hoping that the haunted look in their eyes as they try to remember what happened on the weekend doesn't drag them so far down into the Chaotic Tension spiral that they give up… on themselves. I start the session hoping that the curled up fetal position will relax. I breathe deep and begin.

Reflection

I end the session sending a sleepy teen home to sleep it off. I end the session depressed that they 'keep doing the same things'. I end the session hoping they begin to see the light…

Reflection

I end the session making eye contact watching the slow transformation from deep despair to a tiny light of hope in their eyes. I see a beginning of believing they do not deserve the 'abuse' self-inflicted or other-inflicted. I spend the entire session in empowerment reflecting all of the strengths and beauty that I see in them. I use up all of my energy giving it to them. I truly believe in them. I will not stop. I go home exhausted and determined.

Reflection

It is hard to resist the temptation to 'tell' them what to do… all the while knowing that I will disempower them with my telling. Even when they are asking for it… What should I do? What would you do? Aaahhhh the temptation is sometimes too great and I give in. I share with them an experience from my own life… This is not coaching I think to myself, critical and annoyed with myself. Hmmmm they respond with more openness… what is this? Ok I will revise my 'purist' coaching and allow for some personal stories, to show that I too suffer the challenges of survival on this earth and that I am 'with' them. I call this the move to 'friend'ing, perhaps a bit of parenting and a 'time-out' from coaching. I am careful and serious when I share with them that this is not coaching because I am sharing my life. We enjoy a pure 'friendship" feeling. The feeling that comes when you have something in common and share your "Wtf was I thinking when I did that?" experience. We laugh and it feels good.

Coach's Final Reflection

I reflect on what my dream was at the beginning and know that the reality was far better than my expectations. It was an amazing experience far beyond what I could have imagined. It was also so very different than what I thought it would be. I learned, grew, was challenged, confirmed my beliefs and tossed out my beliefs. I loved every minute, even the minutes I hated and know I will keep doing this. It is a passion. I discovered my Vision to be real. I believe in the process. I believe that the journey will get you there.

Coach's 2007, Pre-Urban Games Current Reality/ Vision

I originally wrote this Vision in 2007 while at Royal Roads University when I was the only 'Business' person in the Executive Coaching Graduate Certificate program. I introduced myself saying "Hi, my name is Kelly and I am here to figure out how to use Coaching with high risk youth." Well the Vision became a reality from 2009 - 2012. Everything happens for a reason doesn't it? Well it happens when you have a reason. We all need a reason, a purpose.

Create a reason, a purpose, a Vision and you will move towards it. Laws of Attraction? The Secret? The neuroscience of belief is my belief. We are all capable of believing in a brilliant future for ourselves and we all need a little help along the way. I choose to continue to do this as a Coach. It is a passionate piece of my purpose.

My experience of taking action toward my own vision one baby step at a time has transformed my 'theory' into experience. My current reality became my vision and the creative and chaotic tension of that journey was worth every minute. My Vision was achieved.

All things do happen for a reason and we really are all in it together.••

RÉSUMÉ

L'HISTOIRE DE KELLY (COACH) – PROGRAMME DE FORMATION / CADRE DES SÉANCES DE COACHING

Par Kelly Micetich, consultante en développement social, coach auprès des cadres et services correctionnels, Université MacEwan

À titre de personne responsable du projet multiforme Jeux urbains (2009-2011) et coach des jeunes qui y ont participé, Kelly Micetich met l'accent sur le fait que coaching signifie dialoguer avec une ou un « partenaire qui réfléchit » contrairement au counselling, à la consultation ou à dire aux autres quoi faire. Elle affirme que le coaching repose sur la conviction que la cliente ou le client possède déjà les solutions/décisions/réponses. Micetich décrit l'importance des plans de perfectionnement personnel et souligne à quel point les objectifs des plans de perfectionnement gérés par les jeunes et les indicateurs de succès (visualisation de l'objectif) sont importants. Le suivi des progrès au moyen d'un système d'évaluation (de 1 à 10) et les réflexions qui suivent aident les jeunes à observer et à enregistrer leur parcours.

C'est ainsi que l'auteure examine le coaching comme un processus qui encourage la prise de décision et l'établissement d'objectifs centrés sur les jeunes. À cette fin, Micetich explore les notions jumelles de "vision" et de "réalité actuelle". Créer une vision (où une personne veut être), dit-elle, était d'une importance capitale pour la réussite des jeunes qui étaient coachés. Elle ajoute que c'est le premier pas vers le changement de la réalité actuelle de quelqu'un (où une personne se trouve maintenant) et que la transformation individuelle qui résulte de l'action empirique transforme une vie.

Micetich affirme que coacher et être coaché exigent aussi de comprendre deux types de tension : la tension chaotique (un moment d'inertie où un mouvement de panique et d'indécision ou une prise de décision désastreuse se produit et éloigne une personne de sa vision ou de son objectif) et la tension créatrice (un lieu de pensées créatives où la planification et l'établissement d'objectifs, etc. amènent une personne plus près de sa vision ou de son objectif).

En raison de son éducation et de sa profession, Micetich était bien préparée à participer aux multiples facettes du projet Jeux urbains. En fait, alors qu'elle terminait un certificat d'études supérieures en coaching auprès des cadres à l'Université Royal Roads en 2007, elle s'était demandé comment utiliser le coaching pour aider les jeunes à risque élevé. Sa vision personnelle était de mettre au point une approche de coaching qui encouragerait la transformation personnelle par l'autonomisation et le pouvoir d'agir. Cette vision est devenue sa réalité actuelle au cours des 18 mois qu'a duré le projet Jeux urbains. Elle a elle-même utilisé la réflexion comme outil d'évaluation et note que dans le cas du projet Jeux urbains et du Festival, les jeunes ont dépassé de loin ses attentes, et ce, à tous les égards. Kelly Micetich fait l'éloge du processus d'apprentissage expérientiel, parce que notre parcours est ce qui nous y amène.

CONGRESS//CONGRÈS 2017

CANADIAN YOUTH & JUSTICE

Canadian Youth and Justice: Advancing Ideas, Evidence and Innovation

Les jeunes et la justice au Canada : contribuer à la promotion d'idées, de données disponibles et de l'innovation.

CALL FOR ABSTRACTS

SEE THE BACK COVER OF THIS MAGAZINE FOR MORE INFORMATION.

INVITATION À PRÉSENTER DES COMMUNICATIONS

VOIR L'ENDOS DU MAGAZINE POUR DE PLUS AMPLES RENSEIGNEMENTS.

PLANNING AND IMPLEMENTING THE URBAN GAMES FESTIVAL...

The How of the Urban Games Project

18 months of youth engagement. Nine youth were 'hired' as Youth Business Development Team (YBDT) members at $17.50/hour to assist the youth in producing a 2-day Festival with 1,000 attending. The *Urban Games Project* was thus youth led/directed based on a youth 'agency/empowerment' model. An advisory committee (30 with 22 active) played support and mentorship roles, along with business and art mentors from the community, in business, arts, and youth agency. The mentoring was one-to-one and group oriented. A typical work day was started with a personal check-in and followed by whatever work/training/event/activity was on the agenda. Discussions involved social issues/social and civic responsibility/advocacy/identity. Artistic interventions were carried out through community engagement. The sessions with youth were individual and advisory committee meetings were held monthly in the youth space.

The Youth Business Development Team promoted the Urban Games Project through Public Engagement/Presentations/Facilitations/Performances. Youth worked weekly on their individual events, including event planning and budget development; promotion; conducting preview mini-workshops for other high risk youth. The Youth chose a Festival 'Event' that represented/showcased their individual passion/skill/ability and developed that event for the Festival. Support and Guidance was provided by a Business or Arts Community Mentor, 3 staff, and the advisory committee. The Youth worked weekly on their individual events, including event planning and budget development, promotion, conducting preview mini-workshops for other high risk youth.

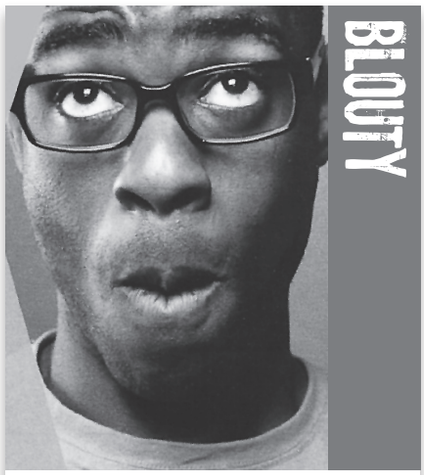
Artistic Interventions - *Identity Shift /Influencing Perspective Closed to Open Eyes*

- Community Engagement
- Public Discussions/Surveys of Public Opinion on Issues of interest to Edmonton.
- Public Engagement of Edmontonions on Civic Issues/Poverty/Youth Crime/Advocacy/Justice/Revolution – International Issues.
- Locations: Alberta Provincial Government Legislative Building Grounds/Whyte Avenue/Edmonton Pubic Library/Edmonton LRT/City Centre Mall/West Edmonton Mall

Individual Coaching *Development and Implementation of Coaching Training for 9 YBDT*

Learned to use coaching on themselves and others in planning, decision-making, to avert crisis, support peers and set and achieve goals.

- Personal Development Plans custom created by each youth.
- Personal goal-setting ranged from skills such as 'Develop Public Speaking Skills' to character development such as 'Improving my ability to be honest.'
- Individual 'Success Indicators' determined
- Example: Increase Self-Esteem
- Indicator: 'I will not remain in an abusive relationship.'
- Monitoring and self-evaluation
- Youth learned to reflect on their progress and work through their challenges.
- They learned to use coaching for themselves and each other.
- They created a Coaching Guidebook using their Stories, Development Plans and a Training Program for coaching.



Urban Games Documentary

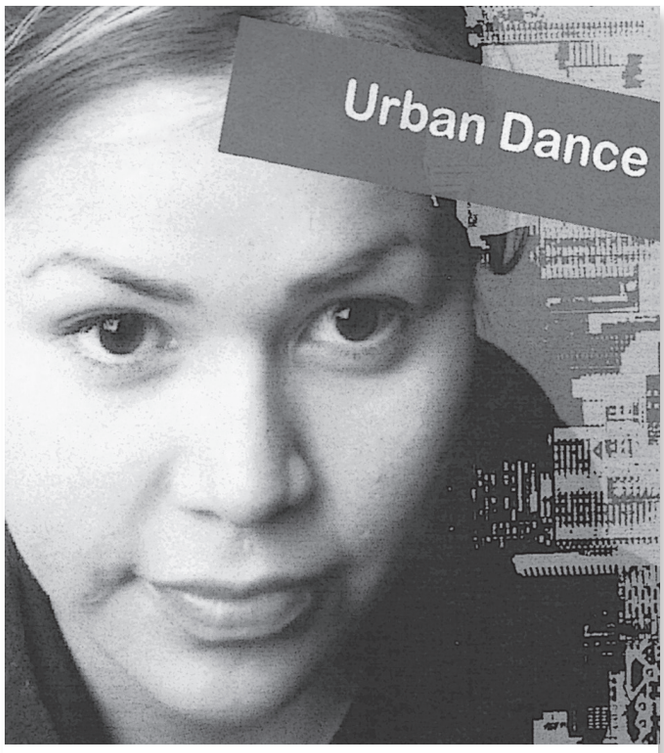
"My position as videographer has been filled with many eye-opening and insightful conversations. My role as a mentor has been a roller coaster of mental and emotional barriers all successfully broken through.

I know the documentary can't capture the metaphysics of my dream team, through the brilliance of reality, personality, and passion overflows from the camera to your heads, hearts, and soul.

Positive Energy Activates Constant Elevation."

THE URBAN GAMES 2009-2011

MEET THE 7 OTHER PARTICIPANTS



ANGEL-2010

***2010** - "I am Angel. My event is Urban Dance, showcasing youth dancers in Edmonton -all sorts of dancers, jingle dancers, powwow dancers, Metis dancer, and hip hop dancers."*

The Urban Dance Event will feature a series of workshops enabling festival-goers to try their hand at a variety of dance styles and collaborative dance, and will also feature performance.

LYNETTE - 2010

***2010** - "Hello there,my name is Lynette, and my project is called Community Couches. There will be 5 couches set up in the middle of Churchill Square and inspirational people including musicians, youth advocates, and many others will be available to chat. Come join in! You could also win one of the couches! I am also setting up fun art project, where you get to make a mold of your fist that represents EMPOWERMENT. Also, at the end of the festival, you can take your plaster fist with you, as your very own keepsake."*

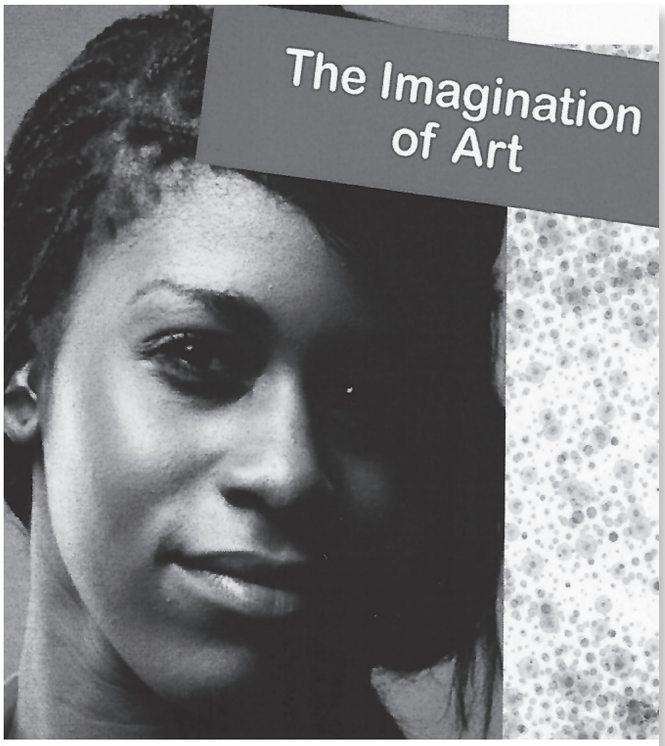
This event will provide festival-goers with a chance to seek out advice/talk to members of the community that will be assembled to listen.

***2016** - "I'm currently living in Cold Lake Alberta. I have travelled across Canada in the past 6 months and am currently attending the Ace Program, an off-campus course through Portage College. In September I will be upgrading to Portage College on Campus. I am an apprentice hairstylist and I signed up for the Prime Minister's Youth Council."*

REALISTIK - 2010

***2010** - "My name is Realistik, and my event is the Urban Games Rap Debates. These debates consist of topics surrounding youth in Edmonton. There will be two competitors battling to get their point across. This event is amazing because this type of rapping (positive battling) has never been done before and can change the way people look at rapping."*

This event will showcase youth with an interest in hip-hop performance and social issues. The debates will focus on a group of social issues determined by the public during an early intervention in the community, and will take form of debates (similar to rap battle).



MARIA - 2010

2010 *-"Hi, my name is Maria, and I am proud to say that I am an Urban Gamer. This job has definitely made me grow as a person. I love to write, which is why I am working on the mural and on The Art of Writing with Michelle!*

Most of all, I love art. I love to paint and make grafitti which is why I am working on the mural project. I think there is a lot of talent in this world, and I hope this project brings out each and every person's unique and creative point of view."

The Urban Mural will provide an alternative space for festival-goers to contribute their creative passion to the ongoing discussion about the urban games. The mural will have several distinct parts and will cover the entire outside of Ah-Maze-ing labyrinth.

BARBARA - 2010

2010 *-"My name is Barbara. I have created the H_2o (how to Overcome) project to connect youth with resources in Edmonton that may be a mystery. The sources of help available to youth will no longer be unknown. By talking to youth that are actively participating in the organization, the Urban Gamers are building a series of art pieces. These will depict how to access there different services.*

Relationships are built and grow closer, and knowledge is mutually learned."

This event will showcase resources youth can access when they need help. Each one of these partnering resources will be visually represented by large mural boards. This is an innovative way to learn about resources teens can use to make positive changes in their lives. Each resource represented is one that has been a part of the Urban Gamers path to success.

LEA - 2010

***2010** - "My name is Lea, and my goal is to complete a task!! My event, the Urban Games Fashion Project, has a number of workshops about fashion and stereotyping our generation. This project is an exciting challenge for me - fashion is my life."*

The Fashion event will collaborate with local emerging designers and youth that have an interest in fashion by providing workshops that brings these two groups together.

BLAZE - 2010

***2010** - "My name is Blaze and I am a local Edmonton girl working on a girl rap show. The whole intention of the project is to try and drop stereotypes about girl rappers. I picked a girl rap show off the talents of the ladies for once because it is not every day you see a crew of lady rappers. The event will attempt to break the stereotype that rapping is just for guys."*

This event will give the opportunity for girls to write rhymes, convert their poetry into song, and engage in girl empowerment workshops. The material created during this event will be girl-issue specific, created in a safe-space where girls can speak freely, without judgment. Anyone interested in sharing their unique female voice will be encouraged and welcomed to participate.

***2016** - "I'm working in camp as a cook out in BC, I'm going back to school in Calgary for Health Care in the winter."*

FUNDER'S WORDS ON THE URBAN GAMES

BY LIZ O'NEILL

Executive Director, Boys and Girls Big Brother's Big Sisters of Edmonton & Area

Perhaps it started earlier for us, but the Urban Games became the point in time for our agency when we could begin to question what mentoring could look like, should look like, and the importance of healthy relationships for our most vulnerable youth. It meant having to put aside the rules and standards as we knew them and begin to think through what our role could be to support this group of young citizens.

It was also a time about sharing and creating within a team environment. As an agency, we had partnered very successfully with other agencies in the community for many years, but this was a new group of agencies finding our own way together for the first time and also needing to be independent from each other. We had to sort through the roles and responsibilities as they related to budget and financial management, insurance and standards, risk management and human resources and the legal responsibility for activities and clients who were also staff.

We also needed to support a team of volunteers chosen for their ability to connect and form relationships with high-risk youth. The environment had to be one where the volunteers would view the high-risk youth as full-fledged citizens and be willing to share their talents and experiences while tolerating and managing a certain amount of ambiguity and chaos, failure and recovery from the youth.

What made the Urban Games Project work?

- Exceptional coaching by a highly skilled coach member with whom we contracted to support and develop the youth programming.
- A great staff member that paid great attention to detail and kept the agencies and the team informed about the day-to-day challenges and successes of the youth
- Committed and skilled volunteers who wanted to make a difference, and some who were able to stay connected and involved no matter what the circumstances during their involvement
- Taking time to reflect on the evolving context of the work and the rationale and motivations for the model that the team was driving to develop
- Continually reminding the agencies of the need to operate within a context that was totally devoted to achieving the outcomes that the youth needed for personal success
- Staying fully engaged in the work
- Keeping the funders engaged and informed and working to have them celebrate the successes with the team as well as understand the challenges that can come with the work.
- Consciously and deliberately investing in ongoing relationship building among staff, clients, community leaders and supporters and partnering agencies

ABSTRACT

O'Neill heralds the idea of the Urban Games as having sparked a questioning of what mentoring could – should – look like. This involved sorting through traditional roles and responsibilities and creating an environment in which the volunteers, chosen for their ability to connect and form relationships with high-risk youth, would view the youth participants as equals. O'Neill concludes by listing the characteristics (exceptional coaching and youth programming, collaboration and information sharing, committed volunteers, reflection, and a youth-centred approach) that made the Urban Games Project a stellar success.

RÉSUMÉ

PROPOS D'UN BAILLEUR DE FONDS SUR LES JEUX URBAINS

Par Liz O'Neill, directrice générale, Club des garçons et filles Grands frères Grandes sœurs d'Edmonton et ses environs

O'Neill souligne que c'est le concept des Jeux urbains qui a suscité un questionnement sur ce que le mentorat devait – *pourrait* – être. Pour ce faire, on a départagé les rôles et les responsabilités traditionnels et créé un environnement où les bénévoles, choisis pour leur capacité à communiquer et à établir des relations avec les jeunes à risque élevé, traiteraient les participantes et les participants d'égal à égal. O'Neill termine en énumérant les caractéristiques (coaching et programmation jeunesse exceptionnels, collaboration et partage d'information, bénévoles engagés, réflexion et approche axée sur les jeunes) qui ont fait du projet Jeux urbains une réussite exemplaire.

Commission des libérations conditionnelles Québec

AVIS DE RECRUTEMENT DE PERSONNES APTES À ÊTRE NOMMÉES MEMBRES À TEMPS PLEIN OU À TEMPS PARTIEL

La Commission québécoise des libérations conditionnelles invite les personnes intéressées et possédant les qualités recherchées à soumettre leur candidature à la procédure de sélection aux fins de constituer une liste de personnes déclarées aptes à être nommées membres à temps plein ou à temps partiel avec port d'attache à Québec.

ATTRIBUTIONS : À titre de membre à temps plein ou à temps partiel de la Commission québécoise des libérations conditionnelles, la personne titulaire exerce les compétences attribuées par la Loi sur le système correctionnel du Québec (L.R.Q., c. S-40.1). Principalement, elle décide en toute indépendance et impartialité, d'une mesure de mise en liberté sous condition des personnes incarcérées dans un établissement de détention pour une peine de six mois à deux ans moins un jour.

CONDITIONS DE TRAVAIL: Les membres à temps plein et à temps partiel sont nommés par le gouvernement pour un mandat d'au plus cinq ans renouvelable. Les membres doivent être titulaires d'un permis de conduire valide. Ils siègent en établissement de détention et en viso-audience. Ils peuvent être appelés à voyager afin de siéger dans des régions administratives autres que celle de leur assignation. Les membres doivent avoir de bonnes connaissances des outils informatiques dans la mesure où ils doivent les utiliser quotidiennement pour l'étude et la préparation des dossiers, la rédaction des décisions et la tenue des séances.

Le traitement et les conditions de travail des membres à temps plein sont fixés par le gouvernement. Le maximum de l'échelle de traitement d'un membre temps plein est de 127 242 $ au 1er avril 2017.

Le traitement des membres à temps partiel est fixé par le gouvernement sur la base du traitement d'un membre à temps plein. Les membres à temps partiel siègent en fonction des besoins de la Commission. Ils doivent se rendre disponibles au moins 3 jours par semaine et demeurer disponibles à l'année longue à l'exception des périodes usuelles de vacances.

CONDITIONS D'ADMISSION : Être membre du Barreau du Québec ou détenir un diplôme universitaire en criminologie, en psychologie, en travail social et posséder un minimum de 10 années d'expérience professionnelle acquises dans un ou plusieurs des secteurs ci-haut mentionnés.

Le candidat ne devra avoir aucun intérêt pécuniaire, personnel ou autre dans un organisme ou une entreprise dispensant des services ou délivrant directement ou indirectement des biens aux personnes contrevenantes.

CRITÈRES DE SÉLECTION: Le comité, constitué à cet effet, prendra en compte dans son évaluation des candidatures, notamment, les critères suivants : la capacité d'analyse et de synthèse des renseignements pertinents relatifs aux cas examinés et celle de mener efficacement des entrevues ; l'esprit de décision et la qualité de l'expression écrite et orale; l'ouverture d'esprit, la perspicacité, la pondération, le degré de connaissance du système de justice pénale ainsi que du phénomène de la criminalité et de ses répercussions sur la société. La connaissance de la langue anglaise constitue un atout.

MODALITÉS D'INSCRIPTION : 1. Fournir, en quatre copies (un original et trois copies), un curriculum vitae, le formulaire d'inscription et les documents prouvant que vous respectez les conditions d'admission ci-haut énoncées. Le formulaire d'inscription est disponible sur le site Internet de la Commission québécoise des libérations conditionnelles à l'adresse www.cqlc.gouv.qc.ca. Sur ce site, vous pouvez également consulter la Procédure de recrutement, de sélection et de renouvellement des membres à temps plein et à temps partiel, la Loi sur le système correctionnel du Québec et les Règles de pratique de la Commission.

2. Accepter, par écrit, que des vérifications soient faites à votre sujet, notamment auprès d'un organisme disciplinaire ou d'un ordre professionnel dont vous êtes ou avez été membre, de vos employeurs des 10 dernières années et des autorités policières.

Faire parvenir votre candidature, au plus tard le 30 septembre 2016 à 16 h 30, à l'adresse suivante : Secrétariat du comité de sélection (CQLC) 1, rue Notre-Dame est, bureau 11.40 Montréal, Québec, H2Y 1B6 Pour information : Mme Audrey Chouinard au (514) 873-2230

Aucune candidature transmise par télécopieur ou par courriel ne sera considérée. Seules les candidatures reçues par courrier au plus tard le 30 septembre 2016 à 16 h 30 seront considérées.

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SAVE THE DATE! October 25-27, 2017

CONGRESS 2017 | SHERATON CENTRE | TORONTO

CANADIAN YOUTH & JUSTICE CONGRESS 2017 *Highlights:*

Opening Keynote Speaker: Professor Tony Doob, Order of Canada Member

The Governor General of Canada's website notes that in 2014 Tony Doob was awarded the Order of Canada "For his scholarship in the field of criminology and for his role in shaping Canadian justice policy." Professor Doob's work goes back more than 40 years as a researcher, writer, teacher and consultant to government, especially in the areas of youth justice and sentencing. He worked for the Department of Justice on the development of the Youth Criminal Justice Act and was a commissioner on the 1984-1986 Royal Commission on Sentencing. He continues to provide expert advice to Parliamentary committees, carries out extensive scholarly research and publishes in major journals and other publications.

The Robb Nash Project

Robb Nash recently in the news for having tattoos of first 120 youth that have promised to not commit suicide, has shared his incredible story with thousands of young people, performing in schools, indigenous communities and detention and custody centres across Canada. Through Robb's songs and stories, hear what this Lead Singer of a Canadian Top 40 Rock band discovered through a horrific car accident that left him dead at the scene, and how he has used that experience to help young people discover purpose and meaning in life.

Judges on Youth Justice

A panel of eminent Ontario judges will present their perspective on recent trends and developments in youth justice.

C.J. Skateboard Park and School Demo

Jay Mandarino as a young adult faced many challenges including attempted suicide at ages 8 and 9 as a result of poor self esteem and learning disabilities, ADHD, dyslexia. Jay developed CJ Skateboard Park and school, a Not-For-Profit facility, to help young people overcome their own challenges to foster a better sense of self-esteem and confidence in themselves and to promote community involvement and pro-social behaviours.

and more to come – much more!

Call for abstracts has been released:
Due Date: December 1, 2016. See website for details.
www.cjao.ca

Special student rates will be available!

Contact:

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1-866-655-8548 sherry@innovative4you.com
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PROCHAINS ÉVÉNEMENTS

(Published in the language submitted / Publiés dans la langue dans laquelle ils sont soumis)

SAVE THE DATE!
INSCRIVEZ LA DATE À VOTRE CALENDRIER!

NOVEMBER 17-19 NOVEMBRE 2016

10TH ANNUAL ALBERTA RESTORATIVE JUSTICE CONFERENCE - ALBERTA RESTORATIVE JUSTICE ASSOCIATION (ARJA)

THEME/THÈME * Restorative Justice: A Cultural Shift

PLACE//ENDROIT * Edmonton Marriott River Cree Resort

INFORMATION * www.arja.ca

NOVEMBER 16-19 NOVEMBRE 2016

AMERICAN SOCIETY OF CRIMINOLOGY (ASC) ANNUAL MEETING

THEME/THÈME * The Many Colors of Crime and Justice

PLACE//ENDROIT * New Orleans Riverside Hilton

INFORMATION * www.asc41.com

NOVEMBER 20-27 NOVEMBRE 2016

RESTORATIVE JUSTICE WEEK 2016/ SEMAINE DE LA JUSTICE RÉPARATRICE 2016

THEME/THÈME * Inspiring Innovation / Au cœur de l'innovation

PLACE//ENDROIT * Edmonton Marriott River Cree Resort

INFORMATION * www.csc-scc.gc.ca/restorative-justice/003005-2000-eng.shtml

MARCH 21-25 MARS 2017

ACADEMY OF CRIMINAL JUSTICE SCIENCES (ACJS) 54TH ANNUAL MEETING

THEME/THÈME * Linking Teaching, Practice, and Research

Call for abstracts - Requested Submission Deadline, September 15, 2016, Online Submission System closes at midnight September 30, 2016.

PLACE//ENDROIT * Kansas City Marriott Downtown, Kansas City, Missouri (USA)

INFORMATION * www.acjs.org or by email ACJS2017@uakron.edu

OCTOBER 25-27 OCTOBRE 2017

36TH BIENNIAL CANADIAN CONGRESS ON CRIMINAL JUSTICE

THEME/THÈME * Canadian Youth and Justice: Advancing Ideas, Evidence and Innovation / Les jeunes et la justice au Canada : contribuer à la promotion d'idées, de données disponibles et de l'innovation

Call for abstracts / Invitation à présenter des communications - www.cjao.ca or/ou FAX : 705-456-9786

PLACE//ENDROIT * Sheraton Centre, Toronto

INFORMATION * www.acjs.org or by email ACJS2017@uakron.edu

NOTICE • • AVIS

Please send notices about your events to **ccjapubsacjp@gmail.com** so we may add them to the list of Coming Events.

Veuillez envoyer les annonces pour vos événements au **ccjapubsacjp@gmail.com** nous permettant ainsi de les inscrire dans la liste des «Prochains événements».

JUSTICE ACTUALITÉS REPORT

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1/4 page	seulement **PDF** only	**$100**
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1 page	seulement **PDF** only	**$250**

+ $75 colour | couleur

The Canadian Criminal Justice Association will present its 36th Biennial Congress in partnership with Ontario's Ministry of Children and Youth Services.

L'Association canadienne de justice pénale présentera son 36e congrès biennal en partenariat avec le ministère des Services aux enfants et à la jeunesse de l'Ontario.

Canadian Youth and Justice: Advancing Ideas, Evidence and Innovation

Les jeunes et la justice au Canada : contribuer à la promotion d'idées, de données disponibles et de l'innovation

CONGRESS//CONGRÈS 2017 | SHERATON CENTRE, TORONTO | OCT 25-27

CANADIAN YOUTH & JUSTICE

CALL FOR ABSTRACTS

Congress 2017, Canadian Youth and Justice will highlight Canadian provincial, territorial and international practices, innovations, research and trends that are influencing positive outcomes for youth to support a national perspective. The conference will look at the evolving youth justice system within the context of an integrated and effective social justice network.

Congress 2017 will showcase preventive and innovative approaches, initiatives, and research that address underlying factors that impact youth involvement in the criminal justice system.

TARGET AUDIENCE

Canadian and international justice and youth justice related staff, community agencies, police, probation, child welfare, criminal and social justice academics, researchers and all other provincial / federal government service providers.

PRESENTATION THEMES

Research and Evidence-Informed Programming (examples, but not limited to):

- Youth and community resiliency

Innovative and Collaborative Approaches (examples, but not limited to):

- Youth with specialized needs (mental health, substance use, FASD, diversity, LGBTQ community)
- Indigenous youth
- Community Building Initiatives
- Police Driven Initiatives

INVITATION À PRÉSENTER DES COMMUNICATIONS

Le Congrès 2017, *Les jeunes et la justice au Canada*, braquera les projecteurs sur les pratiques, les innovations, la recherche et les tendances canadiennes, provinciales, territoriales et internationales qui produisent des résultats positifs chez les jeunes à l'appui d'une perspective nationale. Ce congrès se penchera sur l'évolution du système de justice pour les jeunes dans le contexte d'un réseau de justice sociale intégré et efficace.

Le Congrès 2017 mettra en vedette des approches et des initiatives préventives et novatrices ainsi que des études portant sur les facteurs sous-jacents ayant une incidence sur l'implication des jeunes dans le système de justice pénale.

PUBLIC CIBLE

Le personnel œuvrant dans le milieu de la justice pour les jeunes au Canada et sur la scène internationale, les organismes communautaires, les services policiers et de probation, les services de protection de l'enfance, les universitaires s'intéressant à la justice pénale et sociale, les chercheurs et tous les autres fournisseurs de services gouvernementaux, provinciaux et fédéraux.

THÈMES DES COMMUNICATIONS

La recherche et la programmation fondée sur des données probantes (p. ex., sans s'y limiter) :

- La résilience des jeunes et de la collectivité

Les approches novatrices et de collaboration (p. ex., sans s'y limiter) :

- Les jeunes présentant des besoins spéciaux (problèmes de santé mentale, de consommation d'alcool et autres substances, ensemble des troubles causés par l'alcoolisation fœtale (ETCAF), diversité, communauté LGBT)
- Les jeunes autochtones
- Des initiatives de renforcement des collectivités
- Des initiatives émanant de sources policières

SUBMIT // SOUMETTRE

Online // En ligne
www.cjao.ca

Fax // Télécopieur
1-705-456-9786

CONTACT // PERSONNE-RESSOURCE

Sherry Sim
Event Manager // Gestionnaire de l'événement
1-866-655-8548
sherry@innovative4you.com

Canadian Criminal Justice Association // Association canadienne de justice pénale
ccja-acjp@rogers.com

Special student rates will be available.

Les étudiants pourront profiter de tarifs préférentiels.

Ontario

CJAO THE CRIMINAL JUSTICE ASSOCIATION OF ONTARIO